

# Sierra

## EDUCATIONAL NEWS



*Increased State aid to all California Elementary Schools greatly benefits all California children and youth. See Page 1.*

**There are 38,500 copies of this issue . . . DECEMBER 1944**  
**CALIFORNIA TEACHERS ASSOCIATION**

# "I Would Place The Reader's Digest at the Head of the List

of required reading for teachers and  
high school students." —John A. Shaw,

*Superintendent of Schools, Spokane, Washington*



*Lewis & Clark,  
outstanding High School  
in Spokane.*

"THIS STATEMENT," continues Mr. Shaw's letter, "is based upon my experience as a teacher of history in high school and as a junior high and senior high school principal who attempted to keep in touch with the educational procedures of his school.

"I approve of *The Reader's Digest* because of the breadth of its point of view, its objectivity, basic humanity, and brevity."

## **In 70,000 Classrooms**

It is obvious that Mr. Shaw's opinion of *The Reader's Digest* is shared by many other prominent school people. Each month 850,000 copies of its Educational Edition go into 70,000 classrooms throughout the country.

The Educational Edition contains supplementary educational material and a special 16-page insert of reading and vocabulary exercises that provide a highly important and useful service which can be obtained from no other magazine.

## **105% Greater Improvement in Reading — 92% in Vocabulary**

The value of this educational service to the schools of America was attested in a scientifically-supervised program conducted by Dr. Herbert A. Landry, member

of the Bureau of Reference, Research and Statistics of the Board of Education, New York City.

Under Dr. Landry's supervision 10,636 students were tested. One half of these students used *The Reader's Digest*. The other half did not. Those who *did* use it improved 105% in General Reading Ability and 92% in Vocabulary—*over and above* the improvement of those who followed ordinary study methods.

## **"Best for American Citizenship"**

One question asked in a recent impartial Gallup Survey was: "Which one of these magazines, regularly distributed to high school students, do you think serves best in helping high school boys and girls to become better American citizens?"

TEN magazines were listed. *The Reader's Digest* easily won first preference—by a percentage so large that it exceeded the total vote for all three of the magazines that were next highest in the voting!

*The Reader's Digest* hopes that it soon will be possible to increase its service in helping to make better American citizens for the important years ahead. These plans must rest until paper again becomes available and permits acceptance of new orders.

## **7 OUT OF 10 PREFER IT**

A nationwide survey recently was conducted by Dr. Gallup and his organization among thousands of teachers, P. T. A. officers, and parents.

Seven out of every ten (an average of 70.3% of persons in the three groups) selected *The Reader's Digest* as their preference, from a group of general magazines most widely used in high school classes in English.

The next magazine selected was chosen by 10% of those interviewed—a seven-to-one preference for *The Reader's Digest*.



## EDUCATIONAL DEPARTMENT *The Reader's Digest*

353 Fourth Avenue, New York 10, N. Y.

## SIERRA EDUCATIONAL NEWS

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# TRAVEL SECTION



## CHRISTMAS CAROLS

BEAUTIFUL OLD CAROLS ARE REVIVED IN SWITZERLAND  
AT CHRISTMAS TIME

**C**HRISTMAS Caroling was the custom in many parts of Switzerland until the end of the 19th century. In those days children, as well as grown-ups, used to offer carols before farmhouses, usually accompanied by a violinist and clarinetist. A simple gift was their reward.

In a few regions, such as the Grisons and the canton of Argovie, this delightful custom still prevails. In Grisons villages which have remained true to their ancient traditions singing, especially at Christmas time, is the people's most natural form of expression. Men's and women's choral societies, also mixed choirs and schools, sing the cherished old carols of the season. Their repertory includes Romansch and German songs of the 18th century and earlier periods.

In the Upper and Lower Engadine, as well as in Albula Valley, the melodies most frequently heard around Christmas and New Year's Eve are Johann Baptist Frizzone's Chanzuns Spirituala's. His collection of old Romansch songs, generally known as Fritschun, contains 148 melodies among which are many beautiful Christmas and

New Year tunes. Quite popular, too, especially with the school children of Bergun and nearby villages, is an old volume of

lieder, Musikalische Halleluja schöner und geistreicher Gesänge by Johann Caspar Bachofen of Zurich. This latter collection of songs had its fourth printing in 1743. It was designated as "an encouragement to praise God."

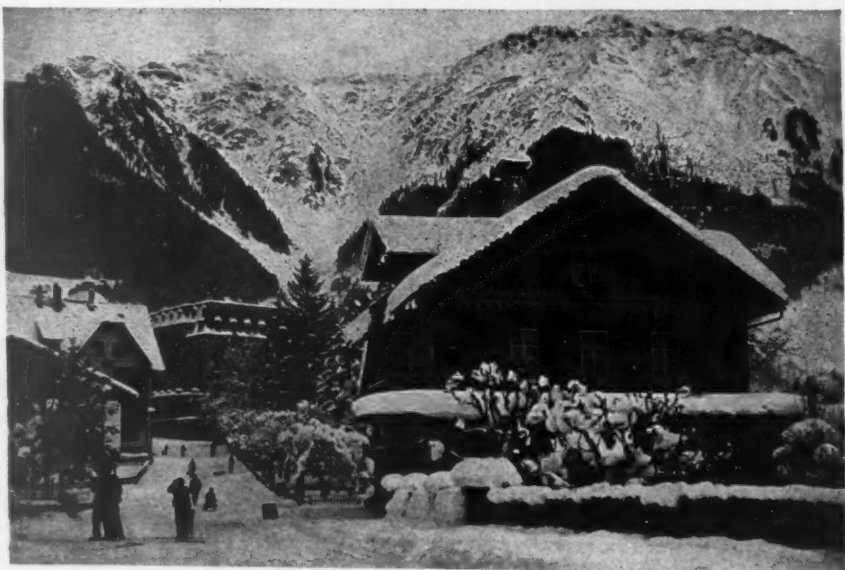
Even today the boys of Bergun ceremoniously carry the old Fritschun and Bachofen books with them on their Star singing rounds. Singing according to Fritschun is also customary at Celerina near St. Moritz on Christmas Eve, and in Remus district of Lower Engadine from Christmas Eve to New Year. Here grown-ups join the children in the rendering of these melodies.

Star singing is a custom connected with the feast of the Three Kings on January 6. This is evident in Grisons valley of Albula where in every village singing school-children parade on New Year's Eve with the Three Kings and a Star bearer. Beautiful



*Winter is a poetic season at Wengen in the Bernese Oberland, Switzerland. Photo E. Alexander. (Above)*

*Winter is a season of scenic enchantment and thrilling sports at Klosters in the Grisons, Switzerland. Photo Gemmerli. (Below)*





fully-decorated old stars which rotate under the clever manipulations of the bearers are a feature of these processions.

Outstanding among Christmas caroling customs in the canton Argovie is the Singing at the Fountains by the Sebastiani Brotherhood in the spa of Rheinfelden. It starts at 11 p.m. on Christmas Eve and, according to the Swiss writer Gottlieb Wyss, had its origin in 1540 A.D. when a terrible plague sweeping through many lands also visited Rheinfelden.

Twelve men, with hearts full of charity and brotherly love for their neighbors, formed at that time a brotherhood in honor of Saint Sebastian, promising to pray to him to safeguard their town from further distress. These Sebastiani Brethren also undertook to nurse those afflicted by the plague and to bury its victims. If one of their own members died the Brethren acted as pallbearers and up to the present day, by their own selection, the membership of the brotherhood has been maintained at 12.

Pestilence in medieval days was ascribed to bad spirits in the water. When the Sebastiani Brothers make their round of seven fountains on Christmas Eve, they start at the fountain in the so-called Froschweide in which district the plague started in the 16th century. After singing for the 7th time near the town church they join its congregation for Midnight Mass, first placing their quaint mounted lantern, with its lighted candle, before the altar of Saint Sebastian.

For their Christmas Eve singing the 12 Brethren are dressed in dark clothes and black silk top-hats. Around their lantern-bearer they stand in a circle and three times, as the name of the Son of God is mentioned in their song, they devoutly uncover their heads. The song itself dates far back into the Middle Ages.

**O**N New Year's Eve, between 9 and 10 o'clock, the Sebastiani Brethren make once more the round of the fountains, this time singing another old song which concludes with the wish that Saint Sebastian may intercede for all in the New Year, so that they may be safeguarded from war, pestilence and danger of life.

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*On New Year's Eve the children of Bergun in the Grisons, Switzerland, march through the village, singing carols here and there. Photo Dr. Moser.*

## LASSEN VOLCANIC PARK

UNCLE SAM'S GREAT PRESERVE PROTECTING THE ONLY ACTIVE VOLCANOES IN THE UNITED STATES

**L**ASSEN Volcanic National Park in northeastern California was created by Congress in 1916 to preserve Lassen Peak and the spectacular volcanic exhibits which surround it, points out the Survey Bureau of American Express in its series on American Wonderlands.

Entering the Park, through its western entrance, one is immediately in the midst of a profusion of volcanic

peaks of the dome type. From here the great cone of Lassen Peak, the last vigorous eruption of which occurred in 1917, rises 10,453 feet above sea level. The peak is almost completely wrapped in a smooth sloping mantle of rock fragment, broken from its own cliffs by eruption.

Further in the Park are the peaks of White Mountain, Chaos Crags, Eagle Peak and Bumpas Mountain,





## This Christmas the war trains will roll —as usual

Out on the line, December 25 will be as busy as any other day on the Southern Pacific. It won't be much of a holiday for our men at the front, either. The enemy doesn't stop shooting just because it's Christmas.

This Christmas Day and night we shall keep the war trains rolling, just as we have kept them rolling every day and night since Pearl Harbor.

To all the travelers and shippers we served this year—our heartfelt thanks for your sympathetic understanding of our problems, and the cheerful way you accepted the inconveniences of wartime transportation.

In sending you the Season's Greetings, we join with you in praying that next Christmas will be celebrated in a world at peace.

# S·P

## The friendly Southern Pacific

which represent a northward-stepping succession of outlet vents from the same parent lava reservoir. On May 30, 1914, a series of violent eruptions began, lasting until February, 1921. Chaos Craigs and Chaos Jungles present the most spectacular scenes of the turbulent disorder.

In the landscape east of Lassen Peak are the four prominent volcanoes—Raker and Prospect Peaks, Red Mountain and Mount Harkness. In the Park are lava flows not much older than the recent activities of Lassen Peak itself. The famous Lassen Peak Highway circles the devastation area, together with beautiful Lake Emerald and Sulphur Springs.

\* \* \*

### Paddle-Wheel Days

*A Review by Roy W. Cloud*

LIKE a breath of fresh air from the ocean, Jerry MacMullen brings memories that revitalize the past in his *Paddle-Wheel Days* in California. Published by Stanford University Press, this volume, descriptive of the steamboats and paddle-wheelers of a bygone era, brings a sigh to the lover of California who regrets the passing of old and familiar friends.

Jerry MacMullen, now a lieutenant commander in the United States Navy, knows his boats. He was for 12 years editor of the *Marine* page in the *San Diego Union* and also prepared articles on ocean travel for magazines in the United States and England.

The reader of *Paddle-Wheel Days* will get a new understanding of transportation in the golden days of the Golden State. To those of us who have traveled regularly on the *Delta Queen* or the *Delta King* up to Sacramento, there comes a nostalgia at the thought that those good days are passed. To the regular Bay commuters of the past, the pictures and narratives will bring recollections of a quiet, pleasant ride and a glorious skyline at the end of the trip.

Coastwise journeys are described and trips into little-known waterways of California are also detailed. Price \$3.

## MESA VERDE

THE ONLY NATIONAL PARK FOR THE PRESERVATION OF ANTIQUITY

**M**ESA VERDE, Uncle Sam's only National Park for the preservation of antiquities, takes the visitor back a thousand years and lifts the curtain of centuries on a vanished peoples. The Park is a journey through the centuries. From the ancient Asiatic tribes is seen the gradual evolution from caves to pit houses to stone structures. Here one sees the contrast between the Stone Age man and the Machine Age man, points out the American Express in its series on American Wonderlands.

Located in southwestern Colorado, 48,966 acres were set aside in 1906 by Act of Congress to preserve the most beautiful and best preserved of America's pre-historic ruins. Mesa Verde is a panorama of Stone Age villages exhibiting the work and play time of Little People long since vanished from the earth. The visitor walks through high cliff villages

where thoughts were expressed on wall-painting and pictography, telling picture-stories of dusty mills where cliff maidens sang as they ground the corn into meal.

Mesa Verde, on the "greentable land," was inhabited by two principal

groups of pre-historic peoples. The first group, the Basket Makers, lived from the beginning of the Christian Era until about 700 A.D. The second group remained until about 1300 A.D. In the park may be seen the products and progressive stages of their civilizations. At the entrance, one sees the famous Knife Road. Above is the 2,000-foot height of Emerald Tables where circling eagles soar. "The weird mystery of the Park is a perfect setting," states Douglas Malcolm.



*"We'll keep it shining..*

*until our soldier comes home!"*

● Millions of other lights are coming on again all over this battered old planet, little boy-at-the-window! This will be a Christmas of such hope and promise as our war-tired world has not seen for more years than you've had birthdays.

Lights welling from the headlamps of thousands of Greyhound buses reflect the hope that shines in the eyes of people everywhere—for Greyhound and other highway buses may well be the principal carriers of our victorious fighters, in the greatest home-coming of all time.

Greyhound's special task, today, is carrying an enormous volume of war manpower. Its most pleasant job in post-war days will be to show America's millions the charm and beauty, the friendliness, of the land we have all been fighting for.



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LOS ANGELES

**GREYHOUND**



# A SALUTE TO OUR MILEAGE MAGICIANS ALL GOOD "SOLDIERS", TOO!

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# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*  
ROY W. CLOUD *State Executive Secretary*  
VAUGHAN MacCAUGHEY *Editor*

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NUMBER 10

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### THE OVERWHELMING VICTORY

To the Teachers of California

The overwhelming victory for Amendment 9 is a tribute to the power of the teachers to accomplish a major task when they set their minds and hearts to the job. The tremendous plurality rolled up in every county was evidence, not only of the confidence of the people in the worthiness of the measure itself, but also of their esteem and faith in the teachers.

It is heartening to be reminded, every now and then, of this feeling of confidence by the people and to realize that their interest in the public schools is so deep rooted and genuine. This demonstration of faith imposes on all of us the responsibility to make certain that the new funds that will flow to the local districts will be used so wisely as to bring the maximum of benefit to the schools of the State and a consequent lessening of the tax-load in the local areas wherever possible.

The campaign was carried on in a very dignified, yet nonetheless thoroughly effective, manner and already it has brought great credit to your organization. Under the extremely capable management of Walter L. Bachrodt, of San Jose, the teachers and friends of public education carried the message of No. 9 to every village and town and city in the State. The enthusiastic response from every county contributed to building up the impressive total State majority and creating an atmosphere of good will that is extremely helpful.

We know that the teachers must feel increased pride in the knowledge that the California Teachers Association, sponsor of No. 9, has again demonstrated top-flight professional leadership. Its hand has been immeasurably strengthened in State councils and its voice will continue to speak with authority in school affairs just so long as the rank and file of the profession consider it their spokesman. Show by your membership that you wish the teachers to continue to be a strongly organized force in the years ahead.

*J. F. Brady*

President of California Teachers Association.

## A LETTER TO TEACHERS

Fellow Teachers

Dear Friends:

The people of the State of California have overwhelmingly expressed confidence in the Schools. They have told us that they believe in the dignity of teaching. It is a great satisfaction to us.

Now that the people have expressed themselves it's up to the teaching group to have more self-confidence. Under the leadership of CTA we can have ever greater accomplishments for the children of the State of California.

All of us will pledge to the people of California that their confidence is warranted and that we will go forward and prove that Proposition Number 9 was in reality a "Better Schools Act."

You are a grand group to work with.

Sincerely,

Walter L. Bachrodt  
Chairman of the State Campaign  
Committee for Proposition 9,  
The Better Schools Act

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## VICTORIOUS PROPOSITION 9

Roy W. Cloud

**P**ROPOSITION 9, to increase the State appropriation for elementary education, received a majority of more than half a million votes at the election on November 7, 1944.

The teachers of California are to be congratulated upon the excellent work which they did in bringing to the attention of the electors the needs of the schools, for every county gave the proposal a majority of the votes cast.

We doubt if California has seen before an effort so consistently carried through and in which the results were so satisfactory. From the very inception of the idea of asking that the State elementary school appropriation should be increased, the teachers in every branch of the school system, throughout the kindergarten, primary, elementary, junior high, senior high and junior college, have shown their intense interest by performing every task that was requested of them.

It is probable that Proposition 9 would not have secured anything like

the majority it received had it not been for the consistent, unselfish, and hard-working support of the California Congress of Parents and Teachers. To these groups of helpers, and to many other State-wide organizations, must go the thanks of the teachers for the impetus which was given to the entire campaign.

We are also deeply appreciative of the splendid assistance given by the California School Trustees Association and its members throughout the State. Dr. Walter Dexter, the State Superintendent of Public Instruction, likewise campaigned militantly for Proposition 9.

California Teachers Association was particularly fortunate in having had the leadership of Superintendent Walter Bachrodt of San Jose as Chairman of the committee which outlined and executed the program for the passage of this Amendment. It is fitting at this time that a short

resume of the campaign\* should be given for future reference:

On April 7, 1944, a committee of teachers and administrators came before the Board of Directors of California Teachers Association and requested the Board to present to the State Council of Education on the following day a request that California Teachers Association should submit to the electors an initiative amendment to the Constitution of California, the purpose of which would be to increase the State appropriation from \$60 to \$80 per year per pupil in average daily attendance in the elementary schools. The Board of Directors agreed to present the matter.

On the following day the proposal was submitted to the State Council. It caused considerable discussion. Many members of the State Council believed that it would be impossible to have an Amendment prepared, passed upon by the Attorney General, printed and distributed so that the required 178,000 valid signatures could be obtained in the limited time which was at the disposal of the Association.

However, the Secretary of CTA was instructed to complete the necessary details to have the proposed amendment placed upon the November ballot. All of these details had to be carried through in less than 60 days. But before that time had elapsed the Amendment had been prepared and passed upon, titled by the Attorney General, and the initiative petitions were distributed to the teachers in the various counties. Before the first of June, 561,000 signatures had been secured.

These were filed with the county clerks of California and by those officials submitted to the Secretary of State. He in turn certified to the correctness of the petitions and the sufficiency of signatures and designated the proposal as No. 9. Secretary of State Frank M. Jordan stated that No. 9 had the largest number of valid signatures of any proposed amendment ever submitted to the office of the Secretary of State.

### Fine Cooperation

We are greatly indebted both to Mr. Jordan and to Attorney General Robert W. Kenny for their fine cooperation in clearing the legal way for the submission of Proposition 9 to the voters.

**W**ITH the Amendment assured a place on the ballot, the Committee of 41 began

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\* See also this magazine 1944, September issue, pages 7-10; October issue, pages 6-12; November issue, pages 6-10.



its labors. The personnel of this committee was as follows:

**General Chairman: Walter L. Bachrodt,**  
City Superintendent, San Jose.

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A. J. Cloud, San Francisco.  
William R. Odell, Oakland.  
Curtis E. Warren, San Francisco.  
Robert J. White, Martinez.

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Alvin E. Rhodes, San Luis Obispo.

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John W. Taylor, Ukiah.  
Percy Woodcock, Eureka.

#### Northern Section

E. V. Cain, Auburn.  
J. R. Overturf, Sacramento.

#### Southern Section

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Arthur F. Corey, Los Angeles.  
Will Crawford, San Diego.  
Vera Hawkins, San Diego.  
Vierling Kersey, Los Angeles.  
Bernard J. Lonsdale, Los Angeles.  
Mary Virginia Morris, Los Angeles.  
John A. Sexson, Pasadena.  
Richard D. Vermilya, Long Beach.  
Frank M. Wright, El Monte.

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Alfred E. Lentz, Legal Advisor, State Department of Education, Sacramento.  
Roy E. Simpson, President, California Superintendents Association, South Pasadena.  
Harold B. Brooks, President, California Secondary School Principals Association, Long Beach.  
C. W. Preston, President, California Elementary School Principals Association, Los Angeles.  
Roxie E. Alexander, President, California School Supervisors Association, Vallejo.  
Mrs. P. D. Bevil, Sacramento, representing California Congress of Parents and Teachers.

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Leland Pryor, Pasadena.  
Harold F. Seal, Long Beach.  
Roy W. Cloud, San Francisco.

A Steering Committee was also appointed to work with the larger group and consisted of the following:

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Will E. Crawford.	Frank M. Wright.
R. B. Huxtable.	John F. Brady.
May R. McCardle.	Roy W. Cloud.
William R. Odell.	

One of the first actions of the Committee of 41 was to secure the services of Campaigns, Inc., of San Francisco, which is under the direction of Clem Whitaker and Leone Baxter. Campaigns, Inc. accepted the responsibility. An appeal was made to the teachers for funds to carry on an aggressive campaign. The cost of the entire campaign was approximately \$123,000. Of this amount the teachers contributed directly nearly \$110,000, the balance being furnished by CTA. The contribution on the part of the teachers amounted to an average of about \$2.50 per teacher.

The amounts expended were used for the furnishing of 4 sets of informational materials, so that the proponents of the measure could have arguments to submit to their friends showing why the amendment should be passed. Also, small leaflets were furnished for distribution. All together over 4 million leaflets were distributed throughout the State.

### A Vote of Confidence

Also, 1,200,000 government postal-cards were printed and sent out from headquarters so that teachers might acquaint their friends and neighbors with the importance of the measure. In addition to these postal-cards, individual school districts sent out about half a million additional cards, paid for by the teachers in the districts.

The success of Proposition 9, we believe, was really a vote of confidence on the part of the people of California in the work which the teachers of their children have been doing. While many arguments were made which assisted in the campaign, the conviction of the public that teachers of California are doing a splendid job was a thought that was uppermost in most of the minds of those who were contacted.

Another point of consideration was that it will be necessary in the next few years to secure greatly increased enrollments of future teachers in the training schools of the State, so that positions of those who leave the service because of retirement or other reasons may be properly filled by the right kind of recruits.

The outstanding work of Mr. Whitaker and his associates in Campaigns, Inc. deserves the thanks of everyone interested in education in California. Every idea submitted to them was explored and, if it had any possibility of help, was adopted. Mr. Whitaker secured the services of outstanding people who with him obtained the endorsement of scores of organizations, members of which worked

assiduously for the passage of the proposal.

It is fitting to conclude this article by expressing our thanks to the Presidents and Secretaries, other officers and committee workers of the various Sections of California Teachers Association who assisted so splendidly in securing the contributions from their teachers to carry on. Arthur F. Corey, Secretary of the Southern Section, covered almost the entire State in carrying the gospel of Proposition 9 to the teachers and to the electors.

County and city school superintendents and other school administrators performed yeoman service in organizing the work in their respective counties and communities.

It would not be possible to mention by name the many hundreds of superintendents and teachers who went before local church, fraternal, civic and social groups and secured the local endorsements. Among the Statewide groups which endorsed and worked for the passage of Proposition 9 were:

### Statewide Approval

California Congress of Parents and Teachers.  
American Legion (Approved in State Convention).  
Democratic Party of California (Approved in Party Platform).  
Republican Central Clubs of California.  
State Department of Education.  
State Federation of Labor.  
Congress of Industrial Workers.  
California State Grange.  
Railroad Brotherhoods.  
California School Trustees Association.  
California Business and Professional Women's Clubs.  
California State Aerie, Fraternal Order of Eagles.  
Disabled American Veterans (Department of California).  
91st Division (Veterans).  
California State Federation of Women's Clubs.  
California League of Women Voters.  
Grand Parlor, Native Sons of the Golden West.  
California Association of County Treasurers.  
California State Association of Colored Women.  
Service Star League of America.  
Association of California Secondary School Principals.  
San Francisco Civic League of Improvement Clubs.  
California Industries Welfare Institute.  
Delta Kappa Gamma.  
California Bookmen's Association.  
United Veterans of the Republic.  
Greek-American Institute of California.  
Russian-American Institute.

American-Hellenic Educational Progressive Association (Order of Ahepa).  
Daughters of Penelope.  
State Council of Education, California Teachers Association.  
Association of California Public School Superintendents.

More than 300 California newspapers published editorial endorsements of Proposition 9.

Now that Proposition 9 has been passed, it will be necessary for the committees of California Teachers Association to consider the amendments to the Code sections which have to do with appropriations for the public schools and for salary conditions for the teachers and the non-certificated employees of the elementary schools.

This amendment to the State constitution will become effective July 1, 1945. The average daily attendance in the elementary schools for 1943-44 was 750,825. On this basis No. 9 will give to the schools approximately \$15,000,000 in excess of the regular appropriation for 1945-46 and each year thereafter.

In closing, I want to express my personal thanks to everyone who

worked for the passage of Proposition 9 and also to those who voted for the proposal.

\* \* \*

### Child Health Neglected

**W**ITH comparatively few exceptions, health service for school children in the United States is inferior in quality, insufficient in amount and, in many instances, entirely non-existent.

This neglect of child health is startlingly revealed by the rejection because of physical defects of over 40% of those examined for military service in this war.

The cost of this neglect in terms of reduced production, increased social security burdens and human misery places a heavy and unnecessary burden on our entire economy.

Many advocates of compulsory military service claim that the poor physique and physical defects of our young people could be corrected by one year of military training for the physically fit at age 18.

Even if a year's military training were provided for all, both the fit and the unfit,

both boys and girls, only a fraction of the harm done by 18 years of neglect could be corrected.

The National Commission for the Defense of Democracy Through Education is convinced that this condition can only be met by nation-wide provision for thorough and regular medical and dental inspection of all elementary and secondary school children, both city and rural, and by adequate provision for medical and dental treatment for all children found defective.

These services should be organized as a regular part of the school program, the cost of which should be borne jointly by the community, the State and the federal government.

— Issued by National Commission for the Defense of Democracy Through Education, 1201 Sixteenth St., NW, Washington 6, D.C.

\* \* \*

### Citizenship

**C**ITIZENSHIP In Our Democracy, by Parker, Patterson, and McAlister, published by D. C. Heath and Company, now appears in a revised edition of 380 pages; many illustrations. This excellent junior high school text, by well-known Texas educators, induces in the student a desire for a real understanding of the human world in which he lives and helps him in many practical ways in the fulfillment of that craving.

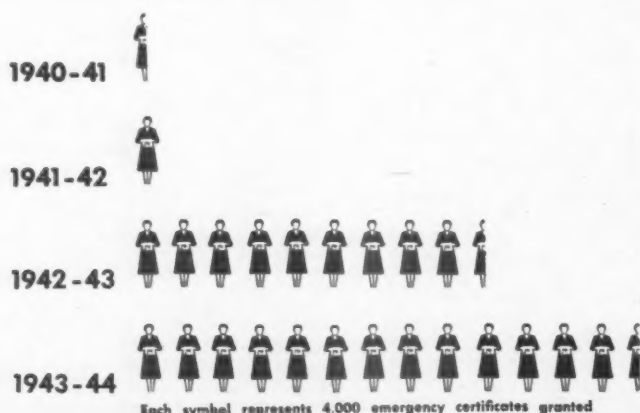
## The Teacher Shortage Is a Grave National Crisis

The two graphs shown below, through the courtesy of NEA Journal, strikingly portray the grave teacher shortage throughout the nation. According to NEA, about 100,000 former teachers are now in the Armed Services.

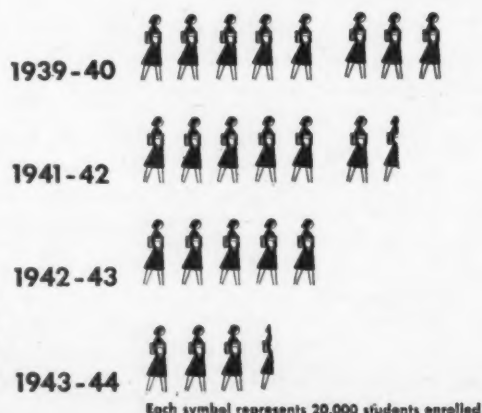
Last year about 55,000 emergency certificates were issued; there were only 10,000 new teachers graduated from teachers colleges or normal schools in June, 1944.

In California alone there are now 6,000 persons teaching in the public schools on emergency certificates.

### EMERGENCY CERTIFICATES



### TEACHERS COLLEGE ENROLMENT



## RURAL EDUCATION

EXCERPTS\* FROM A REPORT ON THE WHITE HOUSE CONFERENCE

*Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, Sacramento*

**I**N October 3-5, 1944, a notable meeting of great importance to our national welfare was held in the East Room, The White House, Washington, D. C. History will record it as The White House Conference on Rural Education. Such a designation is unfortunate because city dwellers, school superintendents who determine the educational destinies of urban children, and others who see in metropolitan life the epitome of American culture may not give the findings of the conference the consideration they merit.

The conference might well have been called on the crisis in the lives of half of America's children, or trouble at the crossroads of our national life. The interdependence of rural and urban economy needs to be better understood; rural education is not the responsibility of rural people alone but the concern of every socially-minded citizen who sees in the quality of our citizenry the most important resource in our progress.

The magnitude of the rural problem makes rural education a major enterprise in our national life. Dr. Howard A. Dawson, Director of Rural Service, National Education Association, sets forth the scope of the problem in these words:

"The public schools in the rural areas of the United States . . . affect intimately the 43.4 per cent of our people who live in rural areas, about 30.5 million on the farm and about 26.7 million in the villages not exceeding 2,500 population. They enroll over 12,100,000 pupils, or about 48% of all public school pupils in the nation. They employ 451,661, or 52% of the nation's teachers. They have 189,062 or about 83% of all school buildings in the nation. They expend a total of about \$900,000,000 and

have property with an estimated value of 225 billion dollars."<sup>1</sup>

Dr. Dawson further pointed out:

"Although the rural children of school age constitute more than half of such children in the nation, they have only 38 per cent of the available funds for schools.

"The average salary of rural school teachers is \$967 as compared to \$1,937 for urban teachers. Total expenditures per pupil in average daily attendance is only \$86 as compared to \$124 in urban schools."<sup>2</sup>

These differences are due to the fact that the income of rural people is less than the income of urban people. Farm people are responsible for the care and education of 31% of the nation's children and have only 9% of the national income.<sup>3</sup>

### Rural Education Faces Crisis

The war has made the effect of these discrepancies acute. The steady migration of competent teachers city ward, which has been the despair of rural school administrators in time of peace, has assumed nightmare proportions in time of war. Dr. Dawson presented the statistics on the current crisis in the following statement:

"During the last two years about 360,000 teachers, out of a total teaching force of about 900,000, were holding teaching positions they did not fill before the war. The rate of turnover is twice the pre-war rate, and the rate of turnover in rural schools has been twice the rate in urban schools.

"Nearly 70,000 teachers have entered military services during the last two years; nearly 62,000 have entered industry . . . 13,000 classrooms were vacant last year because teachers could not be found; some 17,000 teaching positions were abolished as a result of overcrowding classes, abolishing subjects and closing schools, and at least 1,800 departments of vocational agriculture have been closed or are unable to get teachers since the war began; and over

50,000 persons are teaching on emergency credentials."<sup>4</sup>

The brunt of the current crisis falls most heavily on rural schools. Its cause lies not so much in a shortage of qualified persons as in the inability of rural schools to pay salaries necessary to meet the competition of city teaching opportunities and private industry. Dr. Dawson states that last year while the average annual salary of rural teachers was \$967, the average annual salary of all teachers including the rural teachers was \$1,550, salaries paid by the Federal government of non-military personnel averaged \$2,235 and by manufacturing industries \$2,363.

The educational opportunity of the children of the nation is thus being curtailed at a time when education is so drastically needed by all our people to prepare them to understand democracy, to meet the technical problems of modern civilization, to furnish leadership in a world which must be based upon international collaboration, to develop the resources which will guarantee the economic welfare of the people of the world, and to play their part in the elimination of tyranny and slavery, oppression and intolerance throughout the world. With such grave responsibilities and tremendous opportunities challenging the nation, a gap in the bulwark of our national security, which is widening as education for half the nation's children is increasingly curtailed, is cause for nationwide alarm.

What is the role Rural America must play in our national well-being? Murray D. Lincoln, President, Co-operative League of the United States and Executive Secretary of the Ohio Farm Bureau Federation, points out that

"Rural America . . . must provide food and fiber for our great urban and industrial community. It must re-populate our cities with healthy and constructive citizens."

The later statement is amply substantiated by birth statistics which indicate that the urban birth rate is 74% of the adult population; the rural non-farm population is reproducing itself at the rate of 116%,

\* Because of space limitations, we are able to present only the first 3½ pages of Miss Heffernan's excellent 10 page resume.

1. Howard E. Dawson. *Trouble At the Crossroads*. Address before the First General Session of the Conference.

2. Ibid.

3. Arthur P. Chew. *Farmers in a Changing World*. Washington: United States Department of Agriculture 1940, p. 372.

4. Ibid.



while the farm group is reproducing itself at the rate of 160%. Half of the rural youth must move cityward. Who will go and who will remain on the farm cannot be known in advance but it is certain that a considerable number of the future adult citizens of our cities are now being educated in the under-privileged schools of our rural areas.

President Franklin D. Roosevelt, in addressing the conference, stated the major problem confronting rural education with great directness in these words:

"Frankly, the chief problem of rural education is the problem of dollars and cents. You and I know that. We know also that in very many cases the problem cannot be solved by increasing the local taxes because the taxable values are not there."

The President's conclusion was that of each of the ten groups of the conference engaged in the study of various aspects of the total problem, namely, that Federal aid must operate to reduce the inequalities between urban and rural educational opportunity in the nation. The President said:

"I believe that the Federal Government should render financial aid where it is needed, and only where it is needed—in communities where farming does not pay, where land values have depreciated through erosion or through flood or drought, where industries have moved away, where transport facilities are inadequate or where electricity is unavailable for power and light.

"Such Government financial aid should never involve Government interference with State and local administration and control. It must surely and simply provide the guarantee that this country is great enough to give to all its children the right to a free education."

#### Federal Aid Imperative

Dr. Katherine F. Lenroot, Chief, Children's Bureau, concluded her analysis of the social and economic problems confronting rural people with the following significant statement:

"The only way by which deficiencies in health protection, medical care, and social services in this country can be overcome in the degree necessary for National security, as well as assurance of opportunity for

individual development, is through Federal-aid measures for 1. health protection and medical care in maternity and through childhood and adolescence, sufficient to assure access to good medical and hospital care for ill mothers and children; 2. Federal aid for elementary and secondary education; and 3. extension of social insurance, public assistance, and child welfare services so as to reach with qualified workers and adequate benefits or aid every family or child needing help or guidance in . . . the United States. In the opinion of the Children's Bureau, Federal aid for vocational education should be related to a general Federal-aid program, whose most important features would be assistance in assuring a reasonable minimum of educational opportunity for every child from nursery school or kindergarten through high school."

#### Granite and Sagebrush

**D**R. Frank P. Brackett, emeritus professor of astronomy at Pomona College, has written, under the above title, a 275-page book of reminiscences of the first 50 years of Pomona College. Beautifully printed and illustrated, this worthy volume is published by Ward Ritchie Press, Los Angeles 27; price \$3.75. It has much interesting information concerning Pomona and also concerning Southern California in general.

The illustrator, Evelyn Nunn Miller, a graduate of Pomona College and lifelong friend of the author, interprets the development of the story with 23 beautifully conceived sketches. One of California's foremost women landscape painters, she strikingly records the beauty of yesterday in delicate balance with that of the campus today.

## JUSTIFIABLE PRIDE

*An Editorial in the Pasadena School Review; John A. Sexson, Superintendent;  
Courtenay Monsen, Editor*

**W**E in the educational profession are extremely proud of our schools. We are so proud of them that we want ever to improve them. To that end we try to be participating citizens in the activities of our community, for the schools are both a reflection of the community ideals and a mentor for community progress.

We realize that the schools must always express the will of the people, but that this expression must represent the most intelligent, enlightened and wise of the people. Only in this way can we advance civilization. We continuously try to teach our charges not so much *what* to think as *how* to think.

We are eternal optimists. We believe that if people learn how to be thoughtful, just, fair-minded, righteous and responsible citizens, they will know for themselves **WHAT** to think.

Schools were established by the Founding Fathers as a means of guaranteeing democracy and the American way. They can never do less than that. How much more they can do depends upon the degree to which the people in each community are willing to sacrifice, not only by giving themselves and their support, but by compromising with reactionism which dulls, blinds and retards.

We are proud of our community, because in every issue of grave import for the future of democracy, the people, in a vast majority, have proved to be intelligent, wise and progressive.

That's why it is a joy to be a teacher. That why, too, that consistently for more than two decades, and longer, we have had citizens as board members who have turned a deaf ear to political pressures and shady dealings.

Together, worthy citizen-reader, you and we shall, with Divine guidance, go forward to make this a better school system to the end that today's children will become the kind of men and women who will be able to make and keep a just and permanent peace.

## RURAL EDUCATION

*I. D. Weeks, National Chairman, Committee on Rural Service, National Congress of Parents and Teachers*

**R**URAL America offers a natural environment for the development of an abundant life. Living close to nature makes for genuineness, resourcefulness, and ruggedness of character. There is much to be said for rural America as a place to live in as well as a place to make a living in. But unfortunately the beautiful, the true, and the good in rural life are often overclouded by poverty, and by poor and inadequate educational, recreational, and health facilities.

This article is concerned with those clouds created by inadequate educational opportunities for rural boys and girls. There are several problems that must be solved before the rural child or youth will have educational opportunities anything like those of his city cousin. This situation in the face of the fact that rural America abounds in potential educational opportunities.

One problem will have to be solved before there can be more educational advantages in the country—that of securing adequate revenue to support the type of educational system rural America needs. The writer wishes, however, to direct the thoughts of the reader to another problem that is a by-product of the financial question. It is the problem of securing competent teachers for rural schools.

### Living Conditions

Of course, the matter of obtaining good teachers would be largely settled if salaries were high enough to be attractive; that is, if they compared more favorably with the salaries paid in urban schools. There is, however, another obstacle to be overcome if the rural school is to be provided with more constructive and able teachers, and that is the general undesirability of the whole rural teaching situation. Satisfactory living quarters for teachers are greatly needed in many rural communities. The equip-

ment and physical facilities of most schools must be improved, and school premises should be made more attractive.

The entire educational profession must become aware of the importance of rural teaching and must emphasize it. Educators are all too likely to assume an indifferent or defeatist attitude toward rural teaching—an attitude shared to some extent by laymen but largely by the schoolteachers themselves.

With the foregoing as a statement of the problem, the question of its best solution now arises. It is at this point that the need for intelligent and cooperative effort on the part of rural communities is apparent. A united, solidified community does not just happen; it comes about only after years of the right kind of leadership. Many communities have potential leadership that lies dormant because no opportunities have been afforded for its development and use.

### Potential Leadership

It is here that the rural parent-teacher association can make a significant contribution—if that association is properly organized and given reasonably good leadership. It can accomplish much in helping rural people to solve their educational problems. To be sure, if the money just does not exist in the community they may not be able to get sufficient revenue with which to operate a good school. However, a great deal will be gained by cooperative effort in providing the best school that the community can afford.

A well-organized, properly functioning rural parent-teacher association can raise the educational standards of its community by:

1. Devoting parts of several programs each year to a discussion of pertinent educational problems.

2. Insisting that reasonable salaries be paid to the local teachers.

3. Creating an interest in school activities through programs, visiting days, and such projects as the beautification of school grounds, the decorating of the schoolhouse, and so on.

4. Giving wholehearted support to teachers and striving to retain the good ones.

### Educate the Patrons

**S**CHOOLS reflect the educational attitudes of the people who support them. All other things being equal, the degree to which a parent-teacher association can educate its patrons to want better schools, to that degree will the schools be improved.

There is a point beyond which a community cannot progress because of lack of money. But the parent-teacher association has demonstrated over and over again that it can be exceedingly helpful in arousing interest in favor of more sound and adequate financial school support.

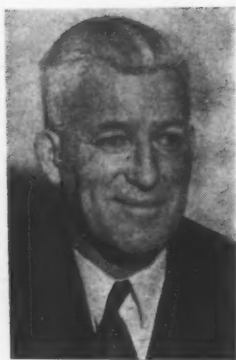
There are two possible ways of raising educational standards in rural America. The first is to obtain assistance from a source outside the local community; this source may be either the State or the federal government or both.

The other is for the communities themselves to strive toward and ultimately to demand better schools.

In a republic the people should determine how much educational support and service they wish to have performed by their State and federal governments.

### A Powerful Instrument

The parent-teacher association can be a powerful instrument for good in developing constructive public opinion on this and other educational questions that must be answered before there can be better schools in rural America.



**Howard S. McDonald,**  
Superintendent of Schools,  
Salt Lake City.

Howard S. McDonald, for a number of years deputy superintendent of San Francisco City Schools, and widely and favorably known in California and national educational circles, became Superintendent of Schools, Salt Lake City, this past summer. Native son of Utah, he was an instructor at Utah State Agricultural College before coming to California. His genial nature, high character, and fine professional attitude won him a host of friends among Californians, who wish him all success in his new work.

## TRAINING CONFERENCE

### CTA BAY SECTION HOLDS SUCCESSFUL 3RD ANNUAL FALL CONFERENCE

**C**ALIFORNIA Teachers Association Bay Section held, October 21, at Hotel Claremont, Berkeley, a highly successful 3rd Annual Fall Training Conference for officers and delegates of local teachers associations.

Sponsored by Public Relations Committee of the Section and under leadership of Clive M. Saiz of Jefferson Union High School, Daly City, chairman, the meeting brought together over 90 representatives from many communities throughout the 13 counties comprising the Bay Section.

Registration began at 9 o'clock and at 10 the general assembly opened with an able address by Roy W. Cloud, State executive secretary, California Teachers Association, on Orienting Our New Teachers Into the Profession.

#### Greetings from NEA

Mrs. G. W. Luhr, of Oakland, State director of education, California Congress of Parents and Teachers, gave an excellent talk on Parents and Teachers United.

Mrs. Louise Beyer Gridley, of Berkeley, California State director, National Education Association, brought greetings from NEA and stressed the importance of professional organization.

At 10:45 the group divided into 3 conferences of professional groups as follows:

1. County Teachers Associations: chairman,

Daniel J. Stone, president, Santa Clara County Teachers Association, supervisor of attendance and principal of Evening School, Palo Alto; 2. City Teachers Associations: chairman, Paul Dana Thomas, president, Oakland Teachers Association, principal, Central Trade Evening School, Oakland; 3. Affiliated and Subject Group Associations: chairman, Botilda Hansen, past-president, Bay Section, California Association for Childhood Education, and teacher, Cupertino School, Santa Clara County. These section meetings continued until noon.

#### Lunch and Reports

At 12:15 the group reassembled at a luncheon, presided over by Irene Snow, district superintendent, Napa elementary schools, and president of CTA Bay Section. Following lunch, good reports were made by secretaries of each of the 3 morning section meetings, so that all might be informed as to the findings and recommendations of each section.

The Conference closed with a splendid address by Arthur F. Corey of Los Angeles, executive secretary, California Teachers Association, Southern Section, dealing principally with the campaign in behalf of Proposition 9, the Better Schools Amendment.

Many commendatory remarks have been heard concerning the excellence and value of the conference. The Southern and Bay Sections have rendered conspicuous professional services in the careful planning and brilliant execution of these conferences in Southern California and in the Bay Section.

## Where Wars Begin

*Alfred L. Platt,\* Vallejo*

**N**OT in forests of beautiful trees  
Where these giants sway in the gentle breeze;

Not in the pits where iron is found  
Which man scoops up from God's good ground;

Not in the place where steel is made —  
Strong and firm, designed for man's aid;

Not in the plants whence planes come out  
Skillfully built to take man about;

Not in the shops where guns are formed  
Which, fired in battle, cause too many mourned;

Not in the yards which build with ease  
Great ships to sail the Seven Seas;

Not in the works which go to great lengths  
To produce explosives of unknown strength.

If not in these, some ask with a grin  
"When and where do wars begin?"

This question is asked too many times  
Throughout the world in many climes.

The answer is as plain as can be  
To those whose vision causes them to see.

Wars begin in the minds of men  
Who have always fought and will fight again.

Unless somehow in God's great plan  
All minds consider all rights of man.

Who is he who says we will fight  
And gain our ends, whether wrong or right?

Who compels good men to take a part  
In conflict fierce which scar the heart?

'Tis such that cause much world distress —  
Nations are ruined with small redress.

If men would kneel and pray to God  
To help to lift them from the sod,

'Twould end all wars throughout all days  
And man could spend much time in praise

To God on high, who gave him birth  
And would raise him up from the lowly earth.

\* Head, Industrial Arts Department, Marino Guadalupe Vallejo Junior High School, Vallejo, Solano County; Allan F. Locke, Principal.



## Junior Colleges

**M**ARKED increase in enrollment in most of the junior colleges of the nation is shown by reports received from more than 300 of these institutions by Walter C. Eells, executive secretary, American Association of Junior Colleges, Washington, D. C.

Almost two-thirds of these junior colleges report an increase in enrollment over the same date last year, one-fifth of them report no change, and less than one-sixth report a decrease. Last year at the same time more than three-fourths of the reporting junior colleges showed a decrease.

Twenty-seven institutions reported increases of 50% or more. Eleven have more than doubled enrollment this fall.

Many institutions, especially those for women, report capacity enrollments with many applicants refused admission. "Could have been twice filled if we had had room accommodations," comes from a Virginia junior college. "Largest freshman class in the history of the junior college," from a coeducational institution in Minnesota. "Necessary for us to turn away approximately 100 young women and approximately 25 young men because of a lack of dormitory rooms," from North Carolina.

"It may take several years to get back to pre-war enrollments for the entire country," says Secretary Eells, "but the trend is now markedly upward again and should continue to increase as additional men are demobilized from the armed forces."

In almost 200 coeducational junior colleges reporting, the median percentage of men was stated to be 26%. In 17 institutions more than half of the students so far enrolled are men.

\* \* \*

## California Boy

*A Review by Roy W. Cloud*

**C**AXTON Printers of Caldwell, Idaho, have issued one of the most interesting publications which they have so far sent from their press. It is the life of Oliver Morosco, entitled *The Oracle of Broadway*; authors are Helen M. Morosco and Leonard Paul Dugger.

This book gives in detail many factors concerning the life of Oliver Morosco, probably the most outstanding of all of California's contributions to the theater. Mr. Morosco spent his youth in California and was one of the first theatrical managers to recognize the possibilities of presenting good, clean plays in rapidly-growing Los Angeles. He was also one of the pioneers of the motion-picture industry.

As a Californian, he invaded New York's Broadway and made a wonderful reputation for



Several months ago, Pathe News sent a cameraman to the Stanford campus to film the athletic activities of Stanford women. These motion-pictures were released to theatres throughout the country. Above photos show women at archery practice on the field west of the new Women's Gymnasium and a class in modern dance on the stage at the Memorial Amphitheatre. — Pathe News photos. Plate, courtesy Stanford Alumni Review.

himself there, then returned to California to continue his work.

Anyone interested in the history of the theater in California, and in California life will find this a most interesting volume; 400 pages; price, \$4.25.

## In Kern County

**K**ERN County school children last year made great quantities of gaily-colored paper decorations and sent them at Christmas time, through the Junior Red Cross, to

hundreds of men and women in the Armed Forces, in many dismal places throughout the world, according to Helen B. Dooley, of Bakersfield, supervisor of art education of Kern County Schools.

Many letters of appreciation were received from overseas. For example, one letter traveled all the way from a submarine base in the Pacific to the Majave Desert, and landed in the little one-room school at Johannesburg. The writer stated in part: We used your decorations and the ones from Lake View, Oregon, Third Grade Junior Red Cross to decorate our dispensary, wards, and rooms in our hospital.

## HOME ECONOMICS

### FAMILY READJUSTMENT TO POST WAR LIVING

*Florence V. Ritchie, President, California Home Economics Association; Assistant Professor, Department of Home Economics, Chico State College*

**F**AMILY Readjustment to Post War Living" is the challenging theme of California Home Economics Association for 1944-45. With the struggle for world democracy reaching its final stages, the increasing necessity for recognition of and practice in democratic procedures becomes more apparent. While it is an accepted axiom that democracy begins in the home, the realist is aware that not all parents, all children, nor all members of the community are trained for democratic living.

The strain of post-war adjustment will bring increased responsibility to the trained home-economist to direct her talents toward teaching better family relationships. The emphasis in homemaking training of the past was focused on the physical set-up of the home. This meant adequate, well-prepared meals, a clean, attractively-furnished home, and well-chosen labor-savers. Today we recognize the need for the emotionally and socially competent individual as an element of successful family life and democratic society.

We are made aware of the increasing significance of this new approach to home-making training as we scan the titles of articles in recent issues of our professional magazine, the *Journal of Home Economics*. To quote just a few we find, — Workshop methods in family life education, Democracy in family life, Education for living, Helping young people solve their problems, Preparing for social action.

There is an awakening concept of the importance of getting along together, of considering the welfare of other members of the family, of other families in the community, other communities in the world. This expanding horizon implies a wealth of knowledge, understanding and participation in affairs beyond the immediate environment.

American Home Economics Association, at its national convention in Chicago in June, 1944, stated for its first objective in this year's Action Program "The Continued Improvement in Living for all Families the World Over." Supporting this philosophy

are the 10,000 members of the Association throughout the nation, with 850 affiliates in California. To achieve this objective the members of American Home Economics Association will pursue 5 major lines of work:

#### Five Major Lines

1. Interpret the functions of family life in a democratic society and help families to perform these functions with increasing success and satisfaction.
2. Participate in social action in cooperation with business, labor, educational, health and welfare groups striving to provide wholesome living for all families.
3. Study and interpret legislation affecting family well-being, and support measures endorsed by American Home Economics Association.
4. Promote better living-levels for families in other countries.
5. Strengthen home-economics through developing an effective association.

This program of work and study indicates the changing influence on family well-being. Factors outside the home are now more potent in their effect on the welfare of the

*Florence V. Ritchie  
President*



family than we sometimes acknowledge. The pending spectre of post-war inflation can upset the whole structure of family security, including adequate food, shelter and health care. The change from rural self-sufficiency to industrial employment with its fluctuating periods of production introduces an external element of far-reaching consequence on family well-being. The family is no longer an entity unto itself, free to guide its own destiny. The inescapable linking of families with each other, with the community, with far distant communities broadens the scope of inter-relationship which those of us concerned with the family must recognize and understand.

**T**HREE-QUARTERS of a million men have already been demobilized in the United States, bringing to their families and home communities problems that cannot be solved by each one alone, but require the concerted effort of the community and the agencies within the community. There must be an opportunity to live and practice the democracy for which that service man has been fighting. The well-gearred home life will aid him in his reorganization to the external features that are causing stress in his adjustment to civilian responsibilities.

#### Social Legislation

The significance of social legislation in its contribution to family life challenges the concern of the home-economist alert to the changing role of women in the protection of the home. Laws affecting infant and maternal welfare, child labor, safe food, adequately labeled home-furnishings, are but a few demanding her attention. American Home Economics Association and affiliated State Associations have long supported legislation promoting family well-being. State and Section chairmen of California Home Economics Association have contributed their influence on State and federal measures intended to safeguard the health and welfare of American homes. Slum clearance and adequate housing-facilities are problems of concern for California's post-war planning that bear directly on family welfare. The Housing Chairmen of California Home Economics Association have devoted a great deal of time and study to Defense Housing. Now the focus swings to post-war housing and the provision of decent homes for the families of returning service-men and defense-workers. This study will not only include desirable housing standards, but the building laws that influence those standards, the family income and what it can provide in adequate housing, and the factors that are contributing to an unnecessary increase in the cost of construction.

The home-economics teacher is faced not only with the problem of teaching the

student still in school for better family living, but of helping the parents toward that same goal through adult education classes. The complexity of family life in this age of rapid change demands serious study if the stability of the institution is to be maintained.

ONE phase of the national home-economics program that will be given special attention this year is the development of Home Economics Student Clubs. Through the extra-curricular school activity of such an organization can be developed high standards of achievement, an increased awareness of home responsibility, as well as a recognition of social responsibility toward the club, the school and the community. Home Economics student clubs have for many years been sponsored by American Home Economics Association, but the new organization now being developed has increased its sponsorship and has the backing of Home Economics Education Service of U. S. Office of Education, NEA Department of Home Economics, and Home Economics Section of American Vocational Association. The theme chosen by the high-school-club members at the national convention in Chicago indicates the significant part a student club program can play in the development of the individual, "Growing Through Service at Home and Abroad." The program of work outlined by the committee at the convention suggests the avenues by which the club member may become conscious of the broad horizon of which he may now see only a part:

1. Improve State and local organizations — set up standards of excellence for stimulating good club work.
2. Carry out one community project that will make for better homes.
3. Assist in school recreation programs.
4. Carry out at least one international activity.
5. Give the national organization active support: a. Sponsor "get acquainted with national club" week. b. Work toward having national song, motto, creed, and colors. c. Contribute through State to national magazine and use national magazine. d. Send delegates to national and regional meetings.

### Student Clubs

California has a well-organized student-club association with the State advisor as a member of the State executive council of the Association. Sectional meetings were held annually for the club members in each of the 6 sections when transportation permitted. The 6 sections of the State include Bay, Central, North Central, Northern, San Diego and Southern. Those meetings have

enabled hundreds of home-economics club members to exchange ideas and enjoy the inspiration of association with other clubs having a common goal. They provide limitless opportunity to expand the concept of family life with its privileges and responsibilities. Every home-economics teacher and school administrator has a contribution to make in establishing the opportunity for creating a sound philosophy of family unity through home-economics student clubs.

THE State and section officers of California Home Economics Association are working this year for,— 1. a better informed membership to meet today's increased responsibility to the family, and 2. for an increased membership, that indicates the professional awareness of the necessity to keep abreast of the times. From 3 to 8 meetings are held each year in the 6 sections with programs that justify the effort to attend them, even in these days of difficult transportation. Every home-economist in California is invited and urged to affiliate

in the section most convenient for her attendance:

Bay Section — President — Mrs. Signe Ahnstedt, 59 El Verano Way, San Francisco 16.

Central — President — Martha Harms, Clovis.

North Central — President — Mrs. Verna Strader, 601 Blackwood, North Sacramento.

Northern — President — Tunia M. Vandebout, Box 1441 Marysville.

San Diego — President — Agnes Behrens, 2511 Bancroft Street, San Diego 2.

Southern — President — Helen M. Ryan, 226 North Beachwood Drive, Los Angeles 4.

\* \* \*

Elwyn H. Gregory, superintendent of schools of Placer County, announces that Mrs. Charlotte Keeler has assumed the position as deputy county superintendent, succeeding Mrs. Hazel I. Brennan who held the office for the previous 4½ years.

*Planning the Driver Education Course for Alameda County High Schools, — Hayward, Pleasanton, Livermore, Centerville and Emeryville High Schools. See also Page 35 of this magazine for November, 1944.*



Seated, left to right: William Moore, California State Automobile Association; Captain Louis Eike, California State Highway Patrol; Vaughn D. Seidel, Superintendent of Schools, Alameda County.

Standing, left to right: O. B. Paulsen, Principal, Hayward Union High School; J. V. Goold, Principal, Washington Union High School, Centerville; V. B. Johnson, Principal, Amador Union High School, Pleasanton; Paul Jackson, California State Automobile Association; C. R. Adams, Safety Coordinator, Alameda County Superintendents Office.



## CALIFORNIA MAESTRO

*Leland R. Long, Director of Band and Orchestra, C. K. McClatchy Senior High School, Sacramento*

**I**T is necessary to go back a few years to get the picture: In 1915 Europe was in the throes of war, but the West Coast was as yet seemingly remote from its spreading vortex. In San Francisco gay crowds thronged the Panama-Pacific International Exposition much as they did Treasure Island in 1939. Sousa's Band was playing at the Palace of Fine Arts. As a member of that distinguished musical organization Frank Mancini came to California. He remained to build an enviable reputation as a school music director and become the dean of school bandmen of this State.

Briefly his story is that of a professional musician seeking the good life, an opportunity to settle down as Valley fruit-grower to whom the bad hours and constant travel of the troupers have become distant memories.

### Modesto Home

While playing a theatre engagement in Modesto he located an ideal ranch-home surrounded by a white picket-fence. The "For Sale" sign in the front yard remained only until he had time to bring Mrs. Mancini there to live. He acknowledges that he had no thought of school musical organizations at that time; but the wheel of fate took a turn and it wasn't long before he was using the baton as well as the hoe.

It does not seem at all strange, when you know Frank, that he made a grand success of his work from the start. His personality is pure sunlight. From the first the youngsters in his bands and orchestras must have realized that they had a rare privilege.

He brought to them the glamour of the footlights, the authority and background of the European-trained musician in a day when Europe admittedly had the best. There was nothing very deep or psychological about his success. It was simply the combination he possessed, a compelling personality and the ability and knowledge to excite and direct the musical interests of his students.

Frank can now look back to the time when many of the school music directors in

California were members of his high school band. Others have entered professional concert and radio work. There are many more who gained an abiding love for good music through their high school experience. This is the sort of evidence of which any teacher would be proud, and it would be difficult to say which has been most worth while.

During the years in which there were State band contests, Mancini-directed bands won 10 times. Five times he took the prize with his Stanislaus County Boys Band and 5 times with the Modesto High School Band. For 7 consecutive years his groups won. Tom Wills, with his Sacramento High School Band, came closest to breaking this string of victories. There was a close decision, about which there were many pros and cons. School-music men who were present at that time have not yet rendered a satisfactory verdict. The only fact of importance is that there were two very fine bands in the field that day.

Frank also recalls the years in which he took his band to the national contests. Once they came very close to being tied with the Class A winner of the United States. That was against the top-flight competition of the country, Senn High School of Chicago, the famous Joliet High School Band, and Council Bluffs, Iowa. Inviting comparison with organizations from cities 10 and even 20 times its size, Modesto has more than held its own.

The contest days are over, and we are not going to lament their passing; but this

*Frank Mancini*



man from Modesto has not been letting the grass grow under his feet. Year after year he continues to produce outstanding instrumental organizations. He appeared at the Treasure Island World's Fair with his own orchestra, a combination of adults and students, the Modesto Symphony. This polished concert-group undertakes an ambitious program each year, and secures recognized artists for guest performers.

**M**ANCINI'S activities in behalf of instrumental music in the State have been many, and deserve recognition. He directed the All-State High School Band, made up of students from 4 Western states, in the final concert of California-Western Music Educators Conference in 1937, in San Francisco. He has been active in adjudicating in competition-festivals in recent years, and for several summers has conducted classes for teachers at the University of California.

One of the most significant musical developments which he has fostered was the High School Summer School of Music at Pacific Grove, which was unique in its musical possibilities and in the number of students and teachers drawn from all parts of the State.

\* \* \*

### Advancement of Science

**A**ERICAN Association for the Advancement of Science for nearly 100 years has been advancing science on every front. Now it adds the high purpose of making science serve society even more effectively than it has been serving our armed forces during the war.

The Association, with more than 25,000 members and 189 affiliated societies having a total membership of over 500,000, is the largest general scientific society in the world. Through its 16 sections and 189 affiliated societies it covers essentially all the natural and social sciences. In respect to number, variety and quality of papers presented, its meetings are unsurpassed.

Linus Pauling, Cal Tech, Pasadena, is president of the Pacific Division; Robert C. Miller, California Academy of Sciences, San Francisco, is secretary; Seth B. Nicholson, Mt. Wilson Observatory, Pasadena, is head of the Section on Astronomy; Edward C. Tolman, University of California, Berkeley, is head of the Section on Psychology.

Californians are very numerous in this great national organization. Teachers interested in membership (dues \$5 per year) may obtain an 8-page descriptive leaflet, giving full information, by addressing F. R. Moulton, permanent secretary, Smithsonian Institution Building, Washington 25, D.C.



**J. Chandler Henderson, Director of Music, Reedley Elementary Schools, Fresno County.**

J. Chandler Henderson, director of music, Reedley Elementary Schools, Fresno County, and membership chairman, California-Western Music Educators Conference, Central District, reports that during the last school year the band participated in a paper drive as co-sponsors with the Red Cross. The band collected and trucked to the paper company nearly 14 tons of scrap-paper. The bulk of the proceeds was turned over to the Red Cross; the bands share purchased a bond to be used at a later date for the purchase of special equipment at the discretion of the band staff and personnel.

\* \* \*

### **Christmas — 1944**

*W. J. Sanders, Los Angeles*

**C**HRISTMAS bells peal loudest  
For those who heed them least;  
Christmas spirit proudest  
For those who feast in peace.

Christmas lights burn brightest  
Where light has always shone;  
Christmas joy runs highest  
Where sorrow is unknown.

Christmas bells are muted  
Over blood-stained snow;  
Christmas cheer unsuited  
Where bombs deal death below.

Christmas lights cease burning  
For the stark and dead;  
Christmas joy dull yearning  
In the heart of lead.

Christ, come to the lowly,  
Those in hell's fire tried;  
Christ, the world learns slowly  
For what You lived and died.

## **MILITARY SERVICE**

### **COMPULSORY MILITARY SERVICE FOR 18-YEAR-OLDS**

*Claude M. Walker, Dean of Boys, Tulare Union High School*

**C**OMPULSORY military service for all 18-year-old boys after the present war may seem to be the easiest way out of a critical situation that confronts this nation.

Everyone knows something must be done to keep our young men of military age in better physical condition than was the case before the present war started. The backers of compulsory military service think this step will be the answer to future preparation, but it will in reality only partially answer the problem.

Certainly a year of military service will not assure physical fitness one, two or three years after that year's service is completed. Because a boy has had a year's military service is no sign that he will be able to step into the Armed Forces the minute he is needed at any time in the future.

It is a well known fact that the average person who is not forced to remain physically fit will become greatly out of condition in a short time.

*There is a way that physical fitness in our young men could be maintained over a much longer period of time than it could by a year's military service. That way would be to require attendance in physical-fitness classes in our public schools and colleges of all young men between the ages of 18 and 30.*

#### **Physical Fitness**

Why would this be better than a year's military service? Simply because it would have the potential military personnel of our country in good physical condition at all times. Four hours per week in a good physical-fitness class can keep a young man in good physical shape.

There will be thousands of physical-fitness instructors available after the war who have been trained for

their jobs in the Armed Forces. The schools could set up adult classes and be reimbursed on average daily attendance by the government much as they are reimbursed today by the State. Adequate plants could be erected in our schools by the government as part of the mammoth post-war building program. How could such a plan be enforced? We already have the machinery set up to insure its successful operation which is, of course, the Selective Service Boards.

#### **Many Benefits**

What would be the benefits of a program such as this? They are so numerous it is practically impossible to enumerate them all in one article. It would keep the young men of America in good physical condition. Numerous high-ranking military officers have stated that most of the inductee's early training is spent getting him in good physical condition.

It would provide adequate facilities and personnel to promote physical fitness not only in young men of military age but also in the school children of America. The rural areas of the United States would benefit greatly from a program such as this.

The National Education Association has completed a conference at the White House discussing the problems of rural education. The aid rural schools would get from such a program would help greatly in furnishing an adequate educational program.

It would certainly raise the health of the nation. Men participating in a good physical fitness program 4 hours per week would certainly be a much healthier group. It would make the entire nation more sports-conscious and would make participants out of spectators. Sports instruction could be part of the program. It would surely be cheaper to administer than would the year of compulsory military service.

**T**HIS is a short sketch of a project that undoubtedly would prove more beneficial to the nation as a whole than the proposed military service plan could ever be.

# WAR AIMS AND GEOGRAPHY

UNIT ONE OF THE PRE-INDUCTION COURSE AT PITTSBURG HIGH SCHOOL

*Virginia Lee Mabey, Teacher*

**W**AR Aims and Geography was the title of the first unit in the pre-induction course developed to meet the needs of graduating seniors at Pittsburg High School, Contra Costa County. Like the rest of the course, this unit was designed to review fundamental principles, to close possible gaps in student knowledge, and to present recent developments.

Both girls and boys enrolled for the work as a requisite for graduation. The material covered in the unit was broader in scope than the title, shortened for purposes of convenience, indicates.

In this introductory unit, the instructor sought to establish a mental attitude that would carry through the entire course. Students, already showing the effects of their new feeling of insecurity, were encouraged to "talk out" their troubles. No attempt was made to underestimate the enormity of the problems involved in the winning of the war and of the peace, but the importance of a rational approach to these problems was stressed.

When one student, overwhelmed by a sense of individual futility, asked despairingly, "What can I do? What can any one of us do?" the class decided to draw up some kind of code. The results were lists of high-sounding truisms, but the young people felt that there were many contributions of importance that the individual could make. They decided, too, that America's biggest international sin in the past had been indifference resulting in a large measure from selfish absorption in one's own affairs.

The time allotment for this first unit was 4 weeks, one week for War Aims and three for War Geography. The social studies courses had laid a good foundation for the former subject, hence the shorter period of time. Geography, on the other hand, had

been studied by most of the students

## A Pre-Induction Course

As Developed by the Curriculum Committee of  
Pittsburg High School  
Unit No. 1—War Aims and Geography,  
4 weeks

### 1. War Aims

#### A Introduction

- 1 Historical Background
  - a Early movements toward world peace (19th and 20th centuries)
  - b World War I
  - c Post-war years
- 2 World War II
  - a Fundamental causes
  - b Immediate cause

#### B Official Statements of War Aims

- 1 Atlantic Charter
  - a Occasion
  - b Contents
  - c Application
- 2 Declaration of United Nations
- 3 Supplementary Statements
  - a Roosevelt
  - b Churchill

### 2. War Geography

#### A Introduction

- 1 Use of Atlases
  - a Scales and legends
  - b Direction
  - c Latitude and longitude
  - d Poles, equator, international date line
- 2 General locations
  - a Continents
  - b Large bodies of water
  - c Important countries in Europe, Asia, Americas, Africa

#### B War Fronts

- 1 Fighting Fronts
  - a General areas
  - b Specific strategic points and objectives
- 2 United Nations bases

#### C Supply Routes

- 1 To the Far East
- 2 To Europe
- 3 To Africa
- 4 To South America
- 5 Miscellaneous (Alaska, Hawaii, Samoa, etc.)

#### D Resources of the World

- 1 Axis Powers
  - a Population
  - b Materials
- 2 United Nations
  - a Population
  - b Materials
- 3 Important Neutrals
  - a Materials
  - b United Nations or Axis controlled?

only incidentally since they had entered high school.

At the first meeting of the class, the instructor made a rapid survey of the historical background of modern wars, beginning with the Franco-Prussian War. Peace movements of the late 19th and early 20th centuries were reviewed, and possible reasons for their lack of effectiveness were indicated. The work of the League of Nations was evaluated. Students were encouraged to contribute to this sketch, and the discussion continued into the second day.

The third meeting was given over to an informal discussion of the problems presented by today's war. The students decided that, aside from the task of winning the war itself, these problems fell into three rough categories: what to do with the defeated countries in the way of territorial adjustments and war indemnities, what kind of peace machinery to create, and what kind of world to build at home as compensation for the sacrifices demanded by the war.

As homework throughout the week, the students read widely from current publications carrying pertinent articles. The Four Freedoms, the Atlantic Charter, and the Declaration of the United Nations, were read and explained in class. Practical problems that might arise from an application of the principles set forth in these documents were pointed out.

On the final day of this phase of the unit, the students presented essays, products of their reading and—it was hoped!—of their independent thought on the subject. Some wrote on the more impersonal of the peace aims, such as the creation of a world league. Others were more interested in the elimination of certain inequalities in the United States and in the building of an American Utopia. Several boys went into orgies of plotting the destruction and punishment of Germany and Japan. The more erratic and fanatical ideas were read and discussed on the following Monday in time stolen from War Geography.

A brief test administered on the first day given over to War Geography revealed that many students had forgotten a large part of the geography taught in the elementary grades. Since the war was so obviously global in character, the geography review, perforce, covered the world: location of continents, of major bodies of water, of all belligerent countries and of important neutral states.

Each student had his own atlas and was instructed how to use scales and legends, how to determine direction, how to interpret the various geographical lines. War



fronts, bases, and routes of supply were located or traced. Wall maps were used to accustom students to different scales of distance. A new map on polar geography was studied for its startling revelations. The students worked out a scale of both air and land distances from New York and from San Francisco to all important points. They tabulated the resources of the United Nations, of the Axis and satellite countries and the "occupied" regions and tried to draw conclusions from their findings. They turned prophets to forecast the possible route or routes of invasion of the European continent. Each defended his choice from the standpoint of geography.

Testing was done with individual outline maps at the conclusion of each phase of instruction. Daily current event reports kept the class abreast the latest military and naval developments. Every place mentioned in these reports was located on the wall map. Each student became an authority on some region of the world which was important in the war effort. He presented the results of his findings to the class in an oral report or, if too much duplication threatened boredom, in the form of a written composition.

### A Review Test

On the last day, a review test on the most important of the factual information was administered, and in a closing summary, the instructor tried to give an over-all picture of the geographical aspects of the war. To the students' wail, "But we haven't even started!" was returned the answer that they had been given the foundation and many of the tools for further learning.

War Aims and Geography is no longer a part of the pre-induction course of Pittsburgh High School. The social studies curriculum has been adjusted to meet the new demands brought by the war and expanded to cover the material outlined in this article.

\* \* \*

### A Wish

*Juanita Lutz,\* San Diego*

**W**HEN I am gone I only hope  
Of me some few might say,  
"She paused to smile;  
From all the busy work of every day  
She stopped a while  
And met my eyes, and understood."

\* Instructor in English, San Diego High School.

## YOU MUST BE RUGGED!

*Jeanne Beswetherick, Marshall Elementary School, San Bernardino*

**T**HE bell rings! The doors open! The children pour in and the school year has officially begun. And with the ringing of that bell begins the trials and tribulations of a teacher — and one must be rugged to take it.

One hears constantly how the war has changed the old modes and ways of living, and the school systems of our country are no exception. Today the teacher in the modern school has thousands of problems to face — problems which, if she does not face with steady nerves, a cool head and a strong sense of humor, will completely overwhelm her.

No longer does she rule her domain with an iron hand. No longer does she even have her domain to rule. Due to the heavy concentration of war workers in certain cities, the enrollment of schools in many cases has doubled and sometimes tripled. The old bugaboo priorities keep school boards from coping with the problem and so the burden falls on Dear Teacher. The solution to the problem can be stated simply in a phrase that is fast becoming a by-word in the educational world today — double session.

### A Double Session

What is double session? A horrible thing at best, which involves both children and teachers climbing over each other in the vain pursuit of knowledge. One class and one teacher arise at the crack of dawn and arrive panting at the school. For 4 solid hours the teacher cracks the whip. Every minute counts, every second is utilized, there is not a moment to spare.

Gone is the story-telling hour, the music period is condensed, games time is practically infinitesimal. The teacher is now surrounded by a bevy of monitors who attempt to check up on who has finished what and why. This all adds to the general confusion.

The bell rings. The teacher madly grabs her grade book, shuffles the papers into ordered confusion and then dismisses the exhausted children. The last child barely staggers over the threshold when another bell sounds.

Outside the door another howling mob and another inspired teacher await, ready to pounce on the seats, the books, the blackboard, the crayolas — and the morning teacher vainly tries to escape through the surging mob without being trampled to death. Ah, peace and quiet, it's wonderful!

### Repetitious Afternoon

And so the process is again repeated in the afternoon. The sun goes down and finally after 4 more hectic hours, the pursuit is put down and both teacher and children once more know the meaning of freedom.

Well, there are moments when the whole thing doesn't seem worth the effort. One wonders if anything lasting is being accomplished. Teaching morale goes down, nerves get frayed, tempers are lost.

One thing keeps the teacher on the track. One thing answers the question — are the results worth the effort? What is that thing? The ever-cheerful, ever-patient, long suffering children.

They're there waiting when teacher arrives in the morning, they're still there when she is ready to leave at dusk. They have faith that everything will work out. They firmly believe that tomorrow they'll have time to check out on their "sixties."

And above all they're willing to forgive and, God bless 'em, they do forget the moments when it all seems just too much for the teacher.

This and this alone, makes the job a profession, and gives one courage to face the next day. But, one must be rugged!

## DO YOU KNOW HOW TO FAIL?

*Henrietta Holland, Teacher of English, San Bernardino Senior High School*

**L**IFE is a long road where we are bound to meet some failure. In teaching, if we are sincere, we realize that we all meet failure, and sometimes it seems that we meet it rather often.

We frequently don't maintain the sort of discipline we think we should. We sometimes fail to be democratic. We are occasionally cross. Sometimes we fail to understand a pupil and his problems. On occasion we may fail to understand several—all in the same day. At times we aren't as patient as we'd planned to be, and frequently we don't make our classes as interesting as we'd like them to be if we were the pupils. Yes, in the course of a day's teaching there are many chances for failing. And in this business of failing, there's no use playing ostrich. The other fellow sees it, so we might as well, too. In fact, we'd better—if we intend to be successful. We might even go so far as to say that failure is good for us—if we know how to fail.

There are many tests which are designed to measure ability to read, spell, speak, write, figure, and to do many other things, but there are few if any which measure ability to fail. Yet the ability to fail intelligently is one of the most valuable abilities any teacher can possess.

Here's a test of "failing ability." It's not a standard test, so you can't compare your score with the "norm" for teachers of similar background and experience. You can, however, score yourself, and then compete against your own score. The test is simply an inventory of traits and attitudes which some people consider necessary for "failing successfully." When you have scored yourself, keep your paper, and then score yourself every week for a month. See if you can't raise your score.

*Ready? Answer "yes" or "no" to each question:*

1. Do I have an intelligent understanding of my abilities and capacities?
2. Do I realize and accept my personal limitations graciously?
3. Do I know when I have failed?
4. Do I accept failure philosophically?
5. Do I try to avoid becoming downhearted and "beat" when I fail?
6. Do I look upon failure as an opportunity to improve?
7. Do I think about my failures objectively and try to understand what has caused them?
8. Do I realize that successful people have failed in some things?
9. Do I seek the advice and assistance of wiser and more experienced persons who have had similar difficulties?
10. Do I accept their help graciously and learn from it?
11. Am I willing to admit failure and then regard it as a learning experience?
12. Do I refuse to admit defeat?
13. Do I remain optimistic even when I feel I have "failed"?
14. Do I accept a certain amount of failure as a necessary part of living and learning?

*F. L. Schlagle, President 1944-45, National Education Association. Superintendent of Schools, Kansas City, Kansas.*



15. Do I refuse to blame others or to give alibis for my failure?

16. Do I plan ahead in order to avoid failure if possible?

Yes, a perfect score is 16 "yes" answers. If you don't have as many "yes" answers as you would like, and if you want to raise your score before you take the test again, try this:

1. Make a list of situations in which you think you failed. (Don't wait for someone to tell you.)
2. Analyze each one, making a list of the things you did well, and opposite it a list of things you did badly.
3. Make a list of the things you plan to do to avoid making the same mistakes again.
4. Try to find something in your failure that is funny. Then laugh about it.

Paradoxically enough, if you learn to fail intelligently, you will succeed, for from each failure you will emerge a more humble, a more understanding, a wiser person.

Almost nothing comes out right the first time you try it. The road to success is marked by many sign-posts lettered with the word Failure. The way you interpret those signs will determine your progress along the road to achievement. Look upon them as milestones guiding you to final success.

Remember the old saying, "A man may fail many times, but he isn't a failure until he begins to blame somebody else." Be ready to admit failure, to face it, not to lament it, but to look ahead when you won't repeat the same mistakes. Admit failure, and you will never have to admit defeat. Learn to fail constructively, and you will be a successful teacher.

\* \* \*

### Aviation Education

**R**EPORT of the California Aviation Education Conference held in Berkeley in May, 1944, is published as a 64-page bulletin by State Department of Education, Sacramento.

Copies have been furnished to secondary schools and to elementary schools with 3 or more teachers. Additional copies in limited numbers will be furnished on request by superintendents of schools.

The price to others is 25 cents a copy, plus sales tax. Orders and requests should be sent to Division of Textbooks and Publications, State Department of Education, Sacramento 14.

## PHARMACISTS NEEDED

A VOCATIONAL TRAINING PROBLEM THAT SCHOOL PEOPLE CAN HELP SOLVE

John A. Howland, New York City

**T**HE interest and active cooperation of educators, educational institutions and groups throughout the country are being enlisted to help solve a problem which directly concerns the health and well-being of every man, woman and child — the shortage of registered pharmacists.

The practicing pharmacist, consultant-partner of the local doctor, always has served the health needs of the American community. His pharmacy long has been a traditional center for public health protection. The pharmacist's knowledge and skill make it possible for the doctor to perform his mission, but, aside from that, as a professional man the pharmacist performs a direct service to the community, broad and important in many ways.

The activity of the practicing pharmacist, however, is by no means confined to the compounding of prescriptions in a retail pharmacy. He is an important factor in the modern hospital because he is in charge of that vitally important depot of health — the hospital pharmacy. Drugs and pharmaceuticals in their manufacture, are checked and controlled for purity and quality through the manufacturing and packaging processes by registered pharmacists, and these manufacturers are feeling the shortage along with hospitals, research laboratories and local pharmacies.

Facts and figures revealed in recently completed national surveys should be of direct interest to those whose mission it is to teach and guide our young people into promising and important professions for which they are qualified.

The decline in the country's available number of registered pharmacists has taken place largely within the past 4 years. In 1940, there were 82,000 practicing pharmacists, of which 72,000 were in retail pharmacies; 5,000 in drug and pharmaceutical manufacture; 3,000 in hospital phar-

macies; 1,000 in the allied professions of pharmaceutical journalism and publishing, while 1,000 more were in State or federal service.

By the end of 1944, the Armed Services will have taken 14,000 pharmacists of which less than 10,000 can be expected to return to pharmacy at the war's end. However, teachers and particularly those directly interested in vocational guidance will find most significance in the fields of decline of replacements.

Pharmacy student enrollments dropped from a normal of 8,800 to 7,000 in the fall of 1942; to 4,300 in the spring of 1943; to 3,600 in the fall of 1943, and to 2,700 in the spring of 1944. Between 200 and 300 can be expected to graduate in 1945, and in succeeding years.

A careful survey of these facts indicates that the shortage of pharmacists can be conservatively estimated at 6,500 by January, 1946, but this estimate is based upon the assumption that 10,000 of the 14,000 pharmacists in the Armed Services will return to pharmacy after the war. However, it cannot be accurately predicted how much greater this shortage may be because of the extraordinary needs of an expanded U. S. Army, worldwide U. S. Navy, and the requirements of rehabilitation centers for the wounded.

### Why the Shortage?

Of even greater significance to the educator is the possibility that our educational institutions may discontinue their pharmaceutical schools for lack of students.

What are the reasons for this shortage, and what might the teacher do to help meet it?

In the first place, our young people, generally speaking, have not had a full understanding and appreciation of the status of the practicing pharmacist as a professional man. In the second, they have not realized the opportunities which this profession offers for a prosperous and independent career of service. So that, the teachers and educators of the country individually and in groups, have here an opportunity to help remedy a situation which directly bears upon public health and welfare, and, at the same time, guide more students qualified into a profession with a bright future of service.

It is the responsibilities of our schools and their supervisors not only to teach and



## GAY NEW SONGS

FOR CHILDREN 6 TO 14

### "Let's Sing Songs of California"

Music and Lyrics by DOROTHY HUGHES  
Illustrated in Color by  
VERNA BATES DUNLEVY

ABBY M. PERRY, President,  
Southern Section, California  
Assoc. for Childhood Education, says:

"Dorothy Hughes has again caught the interest and imagination of children and teachers in her new selection of songs, 'Let's Sing Songs of California.'"

"Through the melody, varied emotional appeal is given in the lilt of the Spanish dance, the reverent chimes of the Mission Bells and the hilarious ki-yay of the Rodeo.

"As a group these songs will add greatly to the social studies of elementary children, for they are full of historical lore and interesting sidelights on California.

"The fascinating illustrations make this book attractive. . ."

### 10 TITLES

The towering REDWOOD TREE — FERRY BOAT across San Francisco Bay — a trip to CATALINA — the romance of MISSION BELLS at Monterey — Roses blooming in WINTER RAINS — Salinas RODEO — unforgettable San Francisco CHINATOWN — building a BEACH HOUSE in the sand — the SPANISH SONG of the "Mexican Quarter" — and California's golden POPPIES.

At your Book  
or Music Store . . . . .

\$2.00

KENNETH MILES, Publisher  
Los Angeles



train our youth but also to give them counsel in selecting careers and vocations.

(Incidentally, National Pharmacy Committee, 620 Fifth Avenue, New York City, is cooperating with educators, schools and educational groups in supplying data on the subject, and many young people have found it worth while to write for the free booklet, *Your Future in Pharmacy*, sent free.)

## **P**HARMACY is an exacting art.

It is an important companion profession to medicine, dentistry, nursing and other health protection professions. Today, in

almost all States, the practicing pharmacist must hold a Bachelor of Arts degree from an accredited college of pharmacy, and serve one year of internship before he or she is permitted to take State examinations leading to a license to practice.

The profession of pharmacy never has been, is not now, and never will be, static. Year by year, progress in medicine, chemistry and sanitation steadily broadens the services performed by pharmacy, and, at the same time, increases the opportunities offered to the student. This tends to raise the ethical and professional status of the practicing pharmacist even higher.

remaining 30 finalists at the discretion of the judges.

"Past experience has shown that many of the finalists, and also many of the 260 students annually cited for honorable mention, are offered other scholarships by colleges and universities," Mr. Davis said.

The Westinghouse scholarships may be used at any accredited college or university selected by the student, with the single stipulation that he study towards a degree in engineering or one of the sciences, such as electricity, chemistry, physics, medicine, meteorology, mathematics or biology.

Scholarships will be held for any of the winners who enter government service before completing their college educations," Mr. Davis said. Pointing out that many of the youths are studying at Uncle Sam's expense while serving in the armed forces, he added: "When they return to their peacetime studies they will find their Westinghouse scholarships waiting to help them complete their educations."

\* \* \*

## **California Bookmen**

**T**HE third annual meeting of California Bookmen's Association was held at Alexandria Hotel, Los Angeles, October 4, with E. Ray Colvin, president of the Association, presiding; a luncheon preceded the meeting.

President Colvin reviewed the activities of the Association for the previous year, mentioning particularly the results of efforts to establish a closer relationship with the several other bookmen's organizations over the country and the Textbook Publishers Institute in New York. Membership in the California Bookmen's Association reached a new high this past year with a roster of 59 active members.

Of special interest was a resolution passed unanimously urging all members, collectively and individually, to promote in every possible way the passage of Proposition No. 9 on the November ballot.

New officers elected for the ensuing year include: president—Edgar M. Wilson (Heath), vice-presidents—A. H. Goddard (Scott, Foresman) and E. F. Burrill (Ginn), secretary-treasurer—Ned W. Hill (Row, Peterson), executive committee—A. M. (Sam) Johnson (Macmillan), Charles W. Roadman (Sanborn), Ed. C. Dudley (Lyons & Carnahan), W. H. Laidlaw (Laidlaw), Miles Cutler (Houghton Mifflin), C. G. Smith (Rand McNally). The retiring president, E. Ray Colvin (Silver Burdett), is ex-officio member of the executive committee.

The current address of California Bookmen's Association is 2210 Hollister Terrace, Glendale 6.

Membership in the Association is limited to representatives of textbook publishers regularly engaged in the textbook business in California.

## **SCIENCE-TALENT STUDENTS**

**F**IFTY thousand high school principals and science teachers have been asked to aid in the 4th annual Science Talent Search to find the nation's 40 most scientifically talented seniors, announces Watson Davis, director of the Science Clubs of America. The "fortunate 40" will attend the Science Talent Institute at Washington, where they will compete for \$11,000 in Westinghouse Science Scholarships.

"America needs to discover and to develop all possible talent for scientific and engineering creativeness in peace as well as in war," Mr. Davis said.

"Undoubtedly America will play an important part in the gigantic reconstruction of Europe. We will need engineering and scientific skill for that. And consider the need for experts in medical science to repair bodies that have long suffered from nutritional privations, nerve torture, and other hardships of war.

"Many of the finalists will have an opportunity to assist in the coming reconstruction, just as finalists of past Searches have aided in the prosecution of the war," Mr. Davis continued. "The fact that 40 of the 15,000 young people who enter the Search will qualify as finalists is evidence that they have trained their minds to concentrate in a thorough and orderly manner—and that is a prime requisite for scientists. In addition, with the help of the Westinghouse scholarships, they will be further trained in various specific branches of science."

*One of the important steps in the competition for the scholarships—a qualifying examination—will be held under the supervision of local teachers and principals December 1 to 27. Boys and girls who are in the graduating classes of their high schools—regardless of age—are eligible to enter the Search.*

Students who take the examination must also submit a 1,000 word essay on the subject, "My Scientific Project." Their teachers will be asked to submit a statement of the student's personality, work habits, initiative and scholastic records to the board of judges of the Science Talent Search.

From the approximately 15,000 students expected to enter the Search, 40 will be selected to attend the Science Talent Institute—held annually in Washington—with all expenses paid. Two hundred and sixty will be named honorable mention winners. Announcement of the finalists and honorable mention winners will be made early next year.

### **Five-Day Institute**

The 5-day Institute, scheduled for next March 2-6, comprises a round of meetings, both scientific and social in nature, during which the young people have the opportunity of meeting leading scientists, educators and statesmen of the day. The climax of the session is a scholarship banquet on the final night of the Institute at which the awards are announced.

During the Institute final examinations and interviews with the judges will determine scholarship awards. Two of the students—a boy and a girl—will be granted four-year Westinghouse Grand Science Scholarships of \$2,400 each. Other awards of Westinghouse Science Scholarships of \$400 each are made to the next eight students, and additional scholarships totaling \$3,000 may be awarded to the

## High School Aviation

*Flight Experience in High School Aviation  
Courses Recommended by Six States*

**F**LIGHT experience to the extent of 4 hours in a dual-control airplane for each boy and girl in high school aviation classes has been recommended for the consideration of local schools by the State Departments of Education of California, Wisconsin, Illinois, Colorado, Connecticut and Pennsylvania.

Each of these States has developed a comprehensive State plan for aviation education for the first 12 grades, and some have also included junior college and college programs.

The recommended aviation education programs vary considerably from State to State. For instance, Colorado is distinctive in recommending a separate course in Social Aviation for junior high schools which deals with the political, economic, and social implications of the Air Age.

California, as would be expected, has a forward-looking program for junior colleges. The Connecticut report describes the college programs of that State in considerable detail and makes recommendations concerning them.

Both Pennsylvania and Connecticut favor an elective aviation science course for junior and senior boys and girls in high school which will have subject prerequisites and a level of difficulty adapted to their needs—so that at least 75% of all juniors and seniors may elect the course without an abnormal number of failures.

Illinois is planning to embark on an extensive program of aviation-centered industrial arts and vocational courses. The Wisconsin plan, which was the first to be completed and published, emphasizes the objectives of a proposed high school aviation course and the relationships of the proposed laboratory flight experience to this course.

Some of the principles upon which all 6 of the State plans thus far completed agree are:

a. A thorough program for infusing appropriate Air Age materials into all

regular courses-of-study at all grade-levels, in order to modernize and enrich the curriculum.

b. Certain regular aviation courses, both in senior high schools and in colleges, to be continued and further developed as permanent parts of the post-war program in science education and its social significance.

c. Four hours of flight experience for all high school aviation students, conceived as laboratory work in connection with classroom work in aviation, to be given under full insurance and liability protection for all parties concerned and to be organized to insure safety in every detail.

d. Complete State and local responsibility for making aviation education an integral part of the State and local educational systems.

The Aviation Education Service of Civil Aeronautics Administration has cooperated with the respective State Departments of Education in the development of all these State plans. The State Aeronautics Commission was co-sponsor of the conference which formulated the Pennsylvania plan.

Other groups interested in aviation education have also cooperated actively in the formulation of these comprehensive definitions of educational policies and proposed practices. There is no proposal of any Federal program of aviation education in any of these State reports, and there is no implication that there is to be Federal financial aid for any of the recommended programs. All organization, financing and control of these programs have been left to the State and local educational authorities except insofar as safety requirements of the Federal statutes must be met.

*Publication of the reports have been completed in some of the States, while others are under way.*

*Inquiries in regard to copies may be directed to the respective State Departments of Education or to Aviation Education Service, CAA, Reference A-6, Department of Commerce Building, Washington, D. C.*

\* \* \*

## Hard of Hearing

**A**URICULAR Foundation, 1440 North Mission Road, Los Angeles, founded and directed by Willard B. Hargrave, issues publications of value to all those who are interested in the hard of hearing. Among these is a mimeographed bulletin of 8-pages on hearing, edited by Lloyd E. Webster, director of the division of health and physical education, Los Angeles County Schools.

## International Education

**L**IAISON Committee for International Education, 1201 Sixteenth Street, N.W., Washington 6, D. C., issues an occasional Newsletter and other publications of timely value to all teachers and others who are interested in the important field of international education. Education For a Free Society is a valuable 32-page bulletin adopted by the Assembly. William G. Carr of NEA headquarters is chairman.



To understand the music of another land is to look within its heart. Its tongue may be alien, but from its songs we know the hopes, the tears, the life, the legends of its people.

To introduce your pupils to their neighbors in the Eastern Hemisphere through the medium of music is the purpose of the next period of Standard School Broadcast programs. These dramatized music broadcasts are heard each Thursday morning from 10 to 10:30 P.W.T. (11 to 11:30 M.W.T.) over the N.B.C. Pacific Coast Network.

## JANUARY SCHEDULE

January 4.....*Asiatic Music*  
January 11.....*African Music*  
January 18.....*European Music*  
January 25.....*Afrasian Opera*  
February 1.....*Eurasian Tone-Poem*

## FREE TEACHER'S MANUAL

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STANDARD OF CALIFORNIA

## In Memoriam

### California School People Recently Deceased

#### John H. Waldron

"I cannot say, I will not say,  
That he is dead, he's just away."

After an intimate association of more than 30 years, it is hard to believe that he is here no more. For more than three decades I have worked with John Waldron; I have traveled with him; I have played with him; I have spent many, many hours with him in his home and in mine. He was my closest friend. I was with him when he "went away." My heart is heavy when I think of his passing.

John Waldron taught school in California for 33 years. He was a good school man. Hundreds of youngsters in his city knew him and loved him as their friend. No child who had need was unimportant to him. No task too small to claim his best attention.

Mr. Waldron began his teaching in Michigan, then after a year or two in Arizona he came to California in 1911 and was a principal in the Corona Schools. In 1916 he went to Colton as elementary school principal and a few years later was made district superintendent which position he held at the time of his death.

He was a member for many years of the Southern Section Council of California Teachers Association and also for many years a member of the State Council.

A charter member of Colton Rotary Club, he maintained a 100% attendance through the years. He was active in community affairs. He was a member and faithful officer in the Presbyterian Church.

John Waldron had worked hard this summer to get his schools ready to open this fall. He had gone to San Diego for a few weeks rest. He was ill only a few hours. His life and work was done—but the influence of that life and work will continue in the lives and hearts of those he served and loved.—Ira C. Landis, Superintendent, Riverside City Schools.

#### J. J. Berry

Stanislaus County educators, as well as all the residents of the Oakdale community, sincerely grieved at the passing April 28, 1944, of Superintendent J. J. Berry. For a year he had suffered frequent heart attacks and had wished to retire, but the shortage of administrators held him to his post for the duration.

He had been in charge of Oakdale grammar schools since 1917. His influence was felt upon the growing citizenship of the community more than that of any other man. He was mainly responsible for the organization of Oakdale union school dis-

trict, formed by the amalgamation of 8 districts.

In 1939, through his efforts, work was started on the present new grammar school, which has the reputation of being one of the finest and most modern in California, and a model for many later structures. One of the leading educators of the county, he served for many years on the Stanislaus County board of education. His school was always 100% CTA and NEA.

He also was very active in community affairs and served as president of the Chamber of Commerce, Dinner Club, and PTA. He was a past Noble Grand of the Odd Fellows. Civic-minded to an unusual extent, he often coordinated the school and its teaching staff with Chamber of Commerce work for community progress.

Superintendent Berry served as chairman of the Red Cross for 20 years, giving much time to its activities. He also operated his ranch for many years, and incidentally won for Oakdale a nationwide reputation, with his famous breed of turkeys, which won prizes at numerous exhibitions.

Deceased is survived by his widow, Mrs. Nellie Berry, and two sons, Wesley Berry of Modesto, and Lt. Philip Berry, who is with the Army at Portland, Oregon.

Mr. Berry was born April 16, 1876, in Sebastopol. He was educated in California schools and started his teaching career at the age of 17, passing the half-century mark of wise and faithful service to the cause of Education.—Mrs. Margaret L. Annear, Stanislaus County Superintendent of Schools.

#### Frank F. Bunker

**M**ANY California school-people recall Dr. Frank F. Bunker who, during the early part of this century, was a leading California administrator. Superintendent of schools of Berkeley 1908-12, one of the nation's outstanding educators, he passed away in Boston in September. He was 71 years of age.

Born in El Dara, Ill., he went to Los Angeles in his boyhood. He graduated from State Normal School, Los Angeles, in 1893 and became a teacher. In 1901 he was graduated from University of California and was awarded his doctor's degree at New York University in 1913.

He served as principal of Santa Rosa High School and as assistant superintendent of schools in Seattle before becoming superintendent of the Berkeley public schools. His labors as head of the schools led to the development of the so-called "Berkeley system" of organization which became an accepted model throughout the nation.

From 1918 until 1921 he served as chief of the city schools division of Bureau of Education in Washington, D. C., and for the following four years he was executive secretary of Pan Pacific Union, Honolulu. He returned to Washington in 1926 to be supervising director of the publications of Carnegie Institution. He was in Boston on a business trip when he passed away.

#### Charles C. Hughes

City superintendent of schools of Sacramento for 29 years prior to his retirement January 1, 1942, Charles C. Hughes recently passed away at the age of 76.

Since his retirement he served as director of the use of school buildings, under the administration of J. R. Overturf, who succeeded him as superintendent.

Hughes won wide recognition for the innovations he inaugurated in the Sacramento city school system.

He saw the school population rise from 9,000 to 31,000 and the buildings and units of the school system double in number.

In his first report as superintendent of schools he advocated a junior college, better vocational guidance and training, the establishment of intermediate or junior high schools and special schools for the handicapped children. All these aims he achieved.

His other major achievements included introduction of departmental teaching in the local school system when it still was in an experimental stage in the leading schools of the country, abolition of home studying in the lower grades, inauguration of supervised study in the schools, adoption of the promotion plan eliminating year end examinations, inauguration of the counselor system for pupils and adoption of the continuous record plan in which a child's school record is compiled year by year and at all times is available for reference.

He won national recognition also for the companion class plan he originated here, by which classes are rotated so all rooms in a building are in use at all times and music or other special equipment installed in one room is available for use by all classes.

National Education Association and California State Teachers Association made him a life member.

Hughes was born in Indiana in 1868. He went to Redwood City in 1876 and graduated from the grammar school in 1886 at the age of 18. Obtaining his first teaching certificate, he taught in three different country schools. Then at the age of 21 he entered his first year of high school, corresponding to the ninth grade in the present junior colleges. Redwood City had no high school, so he commuted 30 miles to San Francisco.

He taught school again after completing high school and in 1891 entered Stanford University, graduating in the first class.

He taught in Mill Valley and in Alameda where he was elementary school principal for several years. In 1889 he was made city superintendent of schools in Alameda. He held that position for several years.

For five years thereafter he was a salesman for a book company, returning to the educational field as city superintendent of schools in Eureka. He served there for a year and a half and then accepted the position of city superintendent of Sacramento.



## LETTERS

South Pasadena City School District  
South Pasadena-San Marino High School District  
South Pasadena, California

Editor:

In part, Fred W. Smith, of Ventura, President of the State Board of Education, said at the 1944 Conference of Public School Superintendents in Los Angeles, that schools should advertise to the public the fact that we have students who can say:

1. *I know what I am doing, and I can do it.*
2. *I believe in the American form of government, and I'll do my part to keep its ideals alive.*
3. *I know my 3-R's and some other subjects as well.*
4. *I enjoy the beauties of nature and the finer things of life.*
5. *I'm going to be the best baker in my community.*

The public as a whole has no way of finding out about the splendid product that the school system turns out.

To develop a plan to inform the public. I again would reach out and hire the best brains in America—yes, I would include a member of some high-class advertising agency.

There must be some way to inform the public and not cheapen education.

Sincerely,  
Roy E. Simpson  
President, Association of California  
Public School Superintendents

\* \* \*

American Council, Institute of Pacific Relations  
New York - Washington, D. C. - Chicago  
San Francisco - Honolulu  
1 East 54th Street, New York 22, N. Y.

Dear Friend:

As war operations are intensified in the Pacific, Americans are realizing, as never before, the importance of understanding the people of Asia and their problems. More and more teachers write to me that this year they are determined to give added emphasis to the Far East in their classrooms.

However, this is not as easy as it sounds. Many are faced with the difficulty of finding suitable classroom materials. For even today the Far East, which was listed by the NEA in 1936 as one of the "neglected areas of the curriculum," is still largely ignored in the average course of study. Rare indeed is the history text which devotes even 10% of its space to Asia.

Teachers are finding that they must depend on pamphlets and other supplementary materials.

If this is your problem, perhaps we at

the Institute of Pacific Relations can help you. Our current textbook pamphlets—*Changing China, Modern Japan, Land of the Soviets, Twentieth Century India, Behind the Open Door*—were especially prepared to meet the needs of secondary schools; price 40c each. Particularly useful, the next issue of this series, *Spotlight on the Far East, 48c*, a little handbook of information on the geography, history and customs of each of the countries of Asia and of the Pacific Islands.

## Textbook Pamphlets

These textbook pamphlets are 96 pages, attractively illustrated and easily readable, presenting a vivid picture of the background, culture and social problems of a particular country. Their contents have been carefully checked by our research staff of experts on the Far East. Our syllabus on the Far East with bibliography is another classroom aid.

To supplement the textbook pamphlets, many schools also use our Popular Pamphlets, which concentrate on current conditions in Far Eastern countries.

Cordially yours,

Marguerite Ann Stewart,  
School Secretary

Department of Elementary School Principals  
of the National Education Association

Publishers of

The National Elementary Principal  
1201 Sixteenth Street, N.W., Washington, D.C.

Editor:

The officers of Department of Elementary School Principals have selected Dan Gilson, principal, Horace Mann School, Oakland, as the State Representative for California for 1944-45. We are confident that he will serve in this capacity excellently.

Mr. Gilson is interesting the elementary principals of California not only in the National Department but also in the State Association of Elementary School Principals. In this plan he is following the wishes of the National Department by getting the State group to become active in the many projects which the National is furthering, one of which is publishing a bulletin on The Status of the Elementary School Principals. Those elementary school principals who are members of both groups will benefit by this and other studies which the National Department is planning.

Most cordially,

Eva G. Pinkston  
Executive Secretary

## A New Shorthand Book

BY

CALIFORNIA AUTHORS

**GREGG SHORTHAND—DIRECT-APPROACH METHOD**, by Dr. William R. Odell, Superintendent of Schools, Oakland, California, and Mrs. Esta Ross Stuart, University of California. This new 1944 book contains all the material for a one-year course in Gregg Shorthand in schools that devote only five 45-minute periods weekly to the subject. The book may be completed in less time in schools that devote two daily periods to the study of shorthand.

Through a series of reading and writing exercises, Part I introduces the student to the study of shorthand by the direct method. In Part II, transition is made from the direct method to the standard method. Part II is devoted to the teaching of the principles, their application to new words, and to vocabulary development. Part III concentrates on sustained reading and dictation practice, and continues to provide practice in the application of the principles.

On completion of this course, students should have a thorough knowledge of the principles of Gregg Shorthand and their application, and a dictation speed of not less than 80 words a minute on ordinary business material. List Price, \$2.00

*Write our nearest office for further information*

**THE GREGG PUBLISHING COMPANY**

NEW YORK CHICAGO SAN FRANCISCO BOSTON DALLAS TORONTO LONDON

# CHRISTMAS THEN AND NOW

*Jeanette Dissmeyer Dunn, Teacher, Fourth Grade,\* Tracy Elementary School,  
San Joaquin County*

(Seated below the stage)  
According to a legend old,  
Which has for many years been told,  
Upon one cold and silent night  
An Angel came, amidst great light,  
To tell the peoples of the earth  
The tidings of our Savior's birth.

Angel

(Enters from side of stage) Song — Now  
Let Your Happy Voices Ring.

We Sing, page 69.

Verse Choir

(Curtain drapes open slowly, showing  
Manger Scene.)

Shepherds, in their work array,  
Followed that star without delay.

Citizens from miles around  
Hastened into Bethlehem town.  
All came with gifts to where He lay  
Nestled sweetly in the hay.

Singers

(Enter from both sides, singing.)

Bring a Torch, page 35.

Verse Choir

(While three kings enter slowly)

Three Kings, page 58.

Singers

Child Divine, page 138.

Leader (speaking)

Come! Let's spread throughout the earth  
Glad tidings of our Savior's birth.

Singers

Allelulia, page 36. (Leave, as they entered,  
while singing.)

Verse Choir

From that first Christmas long ago,  
Into our homes today let's go  
To celebrate in our American way  
Christmas Eve and Christmas Day —  
With tree, of German origin;  
A Yule Log, like the English ones;  
And candles burned by Swedish friends;  
All customs which world neighbors lend.

Piano

Adeste Fidelis, page 137. (While curtain  
separates.)

Father

Glad Christmas music fills the air,  
Soon Santa Claus his gifts will bear.  
Our lighted candles guide his way  
Upon this eve of Christmas Day.

Daughter

Mother, sing a Christmas lullaby  
To say goodnight to Baby Joy.

Mother

Sings Christmas Eve Lullaby, page 138.

Father

Now let us toddle off to bed  
And dream of Christmas joys ahead.

Children

Goodnight, Mother; Father, too —

Mother and Father

Goodnight now, to all of you.

Verse Choir

(Stage lights are out. To Piano accompaniment, page 178.)

When all good children are asleep  
And angel watch above them keep,  
Then through the silent Christmas eve  
Comes Santa Claus with gifts to leave.

Santa Claus

(Enters from the rear of the stage)

Ha, ha, ha, and ho, ho, ho,  
About the world this night, I go  
To visit homes both near and far,  
Where boys and girls awaiting are.

Ho, ho, ho, and ha, ha, ha,

In Italy I am good witch Bafana.

In France, I change from cloak of red,  
To become the dear Christ Child instead

Ha, ha, ha, and ho, ho, ho,

I bring gifts where e'er I go.

In Austria I'm wise men three,

I love my Christmas fun, you see!

Beware, you children who are bad,  
Or on the morrow you'll be sad.  
Your shoe, sock, tree no gift will bear,  
For only gifts to good are fair.

I must be quick about my task!

For what did Tom and Francene ask?

A lovely doll — a football too —

Wee Joy, a teddy-bear for you.

And now I must be on my way

Before there dawns the Christmas day.

Ha, ha, ha, and ho, ho, ho,

About the world this night I go!

Verse Choir

(Lights of the stage are brightened)

Now there dawns the Christmas day  
And people in their glad array  
In worship, song, and merry feasting,  
The Christ Child's birthday celebrating.

Singers

(Come outside door onto stage, singing)

Kolyada, page 50.

Father

A Merry Christmas and good morning.

Mother

Come right in, the fire's warming!

Children

Please sing and dance around our tree.

Singers

Why yes, it will a pleasure be. Troika,  
page 114.

Leader

And now we must be on our way  
To other homes so warm and gay.  
A Merry Christmas to you here  
And our best wishes for a bright New Year

\* \* \*

## Life and Literature

**N**ELLIE Mae Lombard, teacher of English, Alhambra City High School, is author of *Looking at Life Through American Literature*, a paper-bound book of 100 pages, designed to lead a student to read for pleasure and for ideas.

It relates reading to the student's own life and shows him that literature is truly an expression of life. Part 1 concerns personal interests; part 2, on widening horizons, covers careers, leisure time, national traditions, world neighbors and other themes; published by Stanford University Press; price \$1.50.

\* \* \*

Fresno County Schools, an attractive 8-page illustrated periodical, made its initial appearance in October. W. G. Martin is county superintendent of schools, succeeding Clarence W. Edwards. Louis P. Linn is editor of the monthly bulletin which is packed full of materials for and relating to the schools and school-people of Fresno County.

\* \* \*

## America

**H**UBERT HERRING, director of the Committee on Cultural Relations with Latin America, author of *Mexico: the Making of a Nation*, and *Good Neighbors*, is author of *America and the Americas*, an appraisal and a forecast, a fine volume of 90 pages, now in its 8th printing.

This important book is published by Claremont Colleges, Harper Hall, Claremont; price \$2. Mr. Herring was appointed in 1943 acting professor of Latin-American Civilization at Claremont Colleges and has conducted or participated in some 60 institutes on Inter-American Affairs.

\* Presented successfully as a pageant by the pupils and teacher. All the songs are from the new State music series, fourth grade book, We Sing.

Essential Facts About Pre-Induction Training, an 8-page bulletin issued by U. S. War Department, gives basic material of interest to teachers, as does a 12-page War Department pamphlet, Questions and Answers on the Army Specialized Training Reserve Program.

\* \* \*

### Yours . . . for the Asking

A list of Free and Inexpensive Classroom Helps Available from Sierra Educational News Advertisers.

**A** SNIP, snip of the coupons and the reward in helps to make the learning process easier will be speeding on its way to you. To save time, write the advertisers direct, or use the one coupon below, being careful to enclose a three-cent stamp for each item desired, in addition to any charge made for the particular material you want.

16. Of interest to high school teachers, especially those having to do with vocational guidance and business training, are the charts and pamphlets on Personal Grooming. In asking for this material, indicate the subjects taught and the number of boys and girls in the classes. (Bristol-Myers.)

17. Air-Age Education News is a periodical issued approximately 4 times a year; free to all principals, teachers and school administrators. It contains articles of general aviation interest. Articles on air-age education, book reviews and listings of the materials and booklets available from Air-Age Education Research. (American Air Lines.)

18. Children's love of comics inspired the historical picture-scripts, telling the history of some electrical device with which the children are familiar. Subjects include power for ships, military signaling, and how a flying machine was made a fighting machine. (Westinghouse.)

19. Wall-charts of Drawing-Ink Methods illustrates dozens of different ways to work with drawing-ink to help you in demonstrating some of the newer techniques. Among artists who worked out these charts are James M. Flagg, Ruth Van Sickle Ford, Nick Nichols and others. Free to art teachers upon request on their school letterhead. (Louis Melind.)

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## OUR PUBLIC SCHOOLS

*Two excerpts from a letter to Roy W. Cloud by Major Elmer H. Staffelbach, now somewhere in the South Pacific and former CTA Director of Research*

**Y**OU have to hand it to our American youth. There is nothing like them in the world. They can do anything, and they know it. They can make a washing-machine out of anything! They can take the parts of wrecked vehicles and in a short time be driving around in an affair that is at least 7 times a hybrid! I am pleased to believe that the American Public Schools deserve most of the credit for what they are, and for what they are doing. And that's plenty . . .

You can tell the school-people of California for me there isn't any other work so important to the future of the Republic as what they are doing. If public education had been allowed to starve during the depression, the outcome of this man's war would be a lot different. No fight should be too hard to carry on if it is in the interest of better educational opportunities. And I mean opportunity for every one. Out here there isn't any rich nor poor . . . they are just American boys giving their best for the good old U.S.A.

### Combat men's helpful discovery may later prove useful to you

What our overseas men have found out about chewing Gum to help fight nervous tension isn't exactly new. But this usefulness has struck home to so many of our men overseas as new that they look upon it as their own personal discovery for people "tensed up" with nerve strain, fatigue, hard work . . . That's why all our Doublemint Gum goes overseas to them —every stick. THEY've got to have it.



Teaching is a vital job

You hear more about the usefulness of Gum now because of the many letters pouring back from our boys out of the country. Yet, you may have made this same discovery if you ever happened to be chewing a refreshing stick of wholesome Doublemint while at home marking papers, studying, reading — and found how the chewing seemed to make you feel keener, more relaxed and better able to concentrate.

At home after a hard day at school — is perhaps the perfect time for a teacher to regularly get the most benefit from chewing Gum. The reason for this and that our combat men chew Gum as an on-duty necessity is that the chewing action appears to help relieve nervous tension, fatigue, strain . . . giving you a sense of being more awake on the job. Remember this for the future.

● Just now, our entire limited output of Doublemint (a pure, real-mint, all quality Gum) is serving our men overseas, helping them fight battle nerves and nerve wear-and-tear . . . But some day soon, we hope there will be enough quality base so that Doublemint will be once more in your home store and at your service.



## New Juveniles

Reviews by Laura B. Everett, Oroville

**Y**OUNG people of high school and upper grammar grades will find a whole new world in *Walkabout Down Under*, by Kay Stevens Foote. The differences of life in the Fifth Continent, even the characteristic slang—a little, well selected—find place in this very intelligent and interesting description of Australia. Scribner's; \$1.50.

*Smoky Ridge*, by Fredric Doyle, takes the reader into the real out-of-door where the white-tailed deer, the gray fox, the mink, White Throat, Black Bear, and many others live out their wild lives. Here is a new world to many, and Theresa Kalab's exquisite lithographs add much to an unusual book. Longmans Green; \$2.25.

*Navy Wings of Gold*, by Florence Walton Taylor, tells the story of three young Americans and their preliminary training, their entrance into the University of the Air in Corpus Christi, Texas, and the receiving of their commissions. The author is the wife of a Navy officer, and the information is authentic. Whitman.

*The White Feather*, by Merritt Parmelee Allen, the author of *The Green Cockade*, is a Civil War story showing the division in families caused by the war and telling the experiences of a boy who followed Colonel John Morgan and became one of Morgan's Raiders. Longmans, Green; \$2.

*Separate Star* will appeal to the older girls who think of teaching, and it will not lose its appeal. Gail Warren, her difficulties in her first school and how she overcame them, is an exceptionally live story of a girl's early experiences as a teacher. By Loula Grace Erdman; Longmans, Green; \$2.25.

### After a Fashion

The girls who have read *Bread and Butter* and the admirable *Success in Reserve* by Marjorie Hall will welcome warmly her new book, *After a Fashion*. Marybeth Field, one of the same group of girls who made the other books so interesting, has failed as a nurse, but she finds a vocation as assistant buyer in Franklin's store, and her experiences make the story. Houghton Mifflin; \$2.

*The Good Ship, Red Lily*, by Constance Savery, author of *Enemy Brothers*, is beautifully illustrated by Nedda Walker. It is a thrilling story of the difficulties encountered by a family in their efforts to come

to America during religious persecutions in England. Longmans, Green; \$2.25.

*Child of Colombia* gives a factual account of the life of peon children in South America, in the interesting story of little Celina, who is to come to the United States that she may return to help her family. By Pearl Keiser Wimberly; Dutton; \$2.

When *Esther Was a Little Girl* should be welcomed by the readers of *Eliza Orne White's* many books for children, for this is a "truly true" story of a little girl who lived when the author did and tells just what they did and how they dressed in those days in New England. The end-pieces are copies of daguerreotypes. Houghton Mifflin; \$2.

*Lizzie* is one of *May Justus's* charming stories, told in the dialect that Miss Justus uses so accurately and so artistically. *Lizzie*, aged ten, lives in a log cabin in the Tennessee mountains. Christine Chisholm has made the little volume a picture book, some colored pictures too. Whitman; \$1.

### Three Books for Younger Boys

*Yank in Africa* speaks for itself, with its delightful pictures by Diana Thorne of the tiny pup picked up by a soldier and carried aboard ship. Named Yank, he bears himself creditably when the troopship lands him and Fred, the American soldier, in Africa. By Mark Bartman; Whitman; \$1.25.

Sanford Tousey's well-known Westerns for younger boys grow even more compelling to the non-reader. Gold-panning; a robber; a sheriff and the friendship of White Cloud, the Reservation Indian boy, make a rousing story. The author illustrates his own writing. Trouble in the Gulch has colored end pieces and nearly a dozen full-page colored pictures, to say nothing of other illustrations. Whitman; \$1.25.

Albert E. Rohmer is a railroad man who has taken pity on the small boys that can't find books on subjects they are interested in. He has let the engine tell its own story in *Ivan, the Iron Horse* and has illustrated the book with pictures that will set the boys to copying his technique. Whitman; \$1.25.

*Oil and Gas* is a timely little volume that even the science students may like to get hold of. Besides reviewing man's early knowledge of petroleum and its discovery in this country it explains briefly experimentation and refining and the contributions that "liquid gold" has made to the life of every day. *Oil and Gas* is the 36th book in the *Elementary Science Series*, sponsored by the Pennsylvania Department of Public Instruction. Whitman; 50c.

Rachel Field, the great novelist who wrote *All This and Heaven Too* and *There's Always Tomorrow*, wrote children's books that are a real contribution, for example, *Hetty*. *Prayer for a Child*, written for her own little daughter, is one of the loveliest of this year's books for children, with its delicately-worded petition of universal appeal. Fortunate the children whose faith is thus nourished. Macmillan; \$1.50.

A house out in the country and how the whole family worked together to make it

possible—the Haders tell the story in a picture book for boys and girls. The children will love it. *The Little Stone House Or Building a House in the Country*, by Berta and Elmer Hader; Macmillan; \$2.

*Deerwander Farm*, one of the most delightful books of the whole year, for young people, shows what can be done by family devotion and sheer New England pluck. By Agnes Barden Dustin; L. C. Page & Company; \$2.50.

\* \* \*

*Today Children For Tomorrows World*, a guide to the study of the child from infancy to 6, is a 24-page manual for study, with suggestions to group leaders, published by Child Study Association of America, 221 West 57th Street, New York City 19; price 30c.

This important guide-book is of very great value to parents and all who do with little children. The Association has an extensive list of its publications; this list may be obtained free by writing to the above address.

\* \* \*

*Lindas Tierras de Mexico*, by Salomay Lauderdale Harrison, Thomas Jefferson High School, San Antonio, Texas, an unpretentious but sincere travel book in Spanish about Mexico, is published by D. C. Heath and Company; 285 pages, with many illustrations, price \$1.56. Well-portrayed are some of the more easily-accessible of the many beautiful tierras of Mexico.

\* \* \*

## Aviation Readers

**S**TRAIGHT Up (Grade 1) and *Straight Down* (Grade 2) by Henry B. Lent, are two highly-modern primers for little children beginning reading, published by Macmillan. *Straight Up* is the story of the helicopter; *Straight Down* tells of the blimps and parachutes.

These readers, in story-form, introduce children to the world of aviation. Tomorrow, says the author, when victory is won, America's long-range bombers and transport planes will fly without their war paint. They will then become planes of peace, knitting the freedom-loving nations of the world closer together in peaceful commerce and travel and mutual understanding.

We predict that Macmillan's *Aviation Readers* will quickly attain wide use in primary grades throughout California, because they provide systematic knowledge of the fundamentals of aviation on an elementary-school level. The readers for Grades 3-6 are forthcoming soon.

## THE JAPANESE

### OUR ATTITUDE TOWARDS THE JAPANESE: SHOULD WE CONDEMN ALL?

*Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;  
Frank R. Walkup, Principal*

DEAR EDITOR:

On my desk is  
A letter that has  
Been there since 1937.  
It was written by a  
Former pupil of mine,  
A Japanese girl, who  
Had returned to her  
Homeland. She tells  
Of life in her humble  
Home, a place devoid of  
All furnishings except  
Mats upon the floor.  
Among other things  
She said, "You can well  
Imagine how we love school,  
Because there we have chairs  
And desks, while at home  
We sit on matting  
All day long."  
She concludes, "The trouble  
Now occurring in China is  
Only getting worse. They  
(The Japanese) are even harming  
The French and Americans,  
And they're so stupid.  
By the time you receive  
This letter I hope  
It'll be over."

Speaking of her family,  
Now widely scattered, her  
Parents in a Relocation  
Center, her brother in  
Service, and she herself  
Living in the East, working  
Days and attending business  
College nights, another  
Japanese student remarked in  
A letter to me that in spite of  
Inconveniences and problems  
Involved, this government did  
Right in moving her people  
Out of California. She continues,  
"Until that day when my family  
Can all be together again we  
Shall have to earn our right  
To live in this country."

A common mistake is  
To condemn all Japanese  
For the unspeakable transgressions  
Of the majority.  
In some quarters  
Patriotism is measured  
By the amount of hate  
Generated against  
The people of  
Another nation.

Those who condemn all  
Japanese should stop to  
Reflect on the achievements  
Of the American soldiers of  
Japanese ancestry in Italy.  
These boys have made a  
Shining name for themselves  
And a record  
Of which to be proud:  
No infractions of discipline, no  
Desertions, and far more than  
The average number of medals.  
They have proved their  
Loyalty to America by facing  
Death on the field of battle,  
And what greater test of  
Loyalty is there? So,  
Shall we say these  
Valiant defenders of the  
Democratic ideal do not  
Deserve to return  
To the West Coast?  
It seems to me that when  
Devotion to country is proved

By deed, especially in bitter  
Combat in our wars of  
Machine-made deaths,  
That the persons in question  
Should be accepted by all  
As good and faithful Americans

\* \* \*

### Schools for Liberty

**J**OHAN A. SEXSON, superintendent, Pasadena City Schools, each year issues a report of great interest and significance. The report for 1942-43, titled *Our Schools Fight for Liberty*, is a beautifully printed, profusely illustrated brochure, 11½" x 9", 122 pages, with many tables and graphs. The pictures are striking, admirably selected, and every one tells an important story.

The school people of every community in California and indeed the nation, could learn much through the careful study of this magnificent report of the achievements of the American public school system in a fine city.

## How to Study California

A Child's Directed Study Guide for the Fourth Grade

by

**BERNICE BAXTER**

*Coordinator of Instruction, Oakland*

and

**FORREST C. MICHELL**

*Principal, Lakeview Elementary School, Oakland*

This book is a non-consumable workbook for  
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609 Mission Street

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*General view of new vocational-training Machine Shop taken during dedication ceremonies*

### **A New Machine Shop**

*Dedicatory Exercises at Hayward,  
Alameda County*

**W**ITH several thousand in attendance—students, parents and representatives of East Bay Industry—the new vocational training Machine Shop on the Hayward Union High School campus recently was formally dedicated.

The opening of this new machine shop marks an important step in the industrial development of Hayward, San Leandro and Oakland. It is a step toward greater production for Victory in this war and a step toward closer cooperation between industry and education to better train students for jobs after graduation from high school.

This shop has been equipped by the State Department of Education, operating with federal funds appropriated for the purpose of training the vast number of industrial workers which have been and must still be recruited from the ranks of housewives, students, office workers and others who are not now working in industry.

Training opportunities are available to those who wish to enter industry or to industrial workers who wish to further develop their skills merely by obtaining certification from U. S. Employment Service. Also training in machine-shop practice and operation of machines is available to students of Hayward Union High School.

The shop—measuring 50 x 80 feet—is well-lighted and well-equipped. At present the power tools include a milling-machine, surface-grinder, two heat-treating furnaces, power-saw, three bench grinders, planer, radial drill, a shaper and 7 lathes.

Pre-employment classes are from 8-11 o'clock a.m., 5 days a week—Mondays through Fridays.

Evening school classes are open to industrial workers Monday through Friday evenings from 7 to 10.



*R. H. Anderson, President, Board of Trustees, Hayward Union High School, formally dedicates the new vocational-training Machine Shop.*

*Also in picture, left to right,—Raymond Anderson of Station KLX, who directed the broadcast; Walter Gammon of U. S. Employment Service, Hayward Office; C. W. Monfort, Personnel Director of Caterpillar Tractor Co. and Chairman of Advisory Committee; Gene Barbier, President, Student Body; Joseph Duarte, Machine-shop Instructor, and (standing) O. B. Paulsen, District Superintendent of Schools, who introduced guests and served as Master of Ceremonies.*

\* \* \*

The Civilization of Spain, by Trend, is one of the excellent Home University Library of Modern Knowledge, published by Oxford University Press, 114 Fifth Avenue, New York City 11; 223 pages; price \$1.25. This book, like the entire Library, represents sound scholarship and authentic material.

### **For - Get - Him - Not**

*Dorothy M. Armstrong, Chico*

**I**'VE turned "News" pages o'er and o'er  
To see what others have written before,  
And in this little lonely spot  
I'll just inscribe

For - get - him - not.

(Adapted from an old autograph verse.)

There are verses about conscientious parents,  
About the schoolroom as our workshop,  
About serious little "Wilbur"  
And generous "Peggy,"  
And dust-bowl David,  
About teachers  
And "Abou Ben Adhem," an administrator,  
But  
(Perhaps I haven't read carefully enough)  
I've seen no verses about the Janitor.

Definitely  
The Janitor  
Is a very important person;  
A fact  
That those will appreciate  
Who, teaching in the old red schoolhouse,  
Had to be their own Janitors.

He not only sweeps and dusts,  
Keeps our windows shining,  
Our floors polished,  
Keeps us warm in winter  
And cool (as possible) in summer,  
Carries loads of books and supplies  
Hither and yon,  
Answers the telephone,  
Helps prepare for Fathers Night  
And sugar rationing,  
Keeps the school lawns green,  
The dust sprinkled down,  
And performs innumerable other routine tasks,

But . . .  
He bats the most neck-straining balls  
For eager young America to chase,  
Plays magic tricks with marbles or string  
Before gaping mouths,  
Widening eyes  
And delighted giggles,  
Inflates soft balls,  
And takes charge of the yard  
When all the teachers are called in to a meeting.

These are only a modicum  
Of his activities.  
Then, too, his help has gone to war.  
His load, like ours, grows daily heavier.  
Patiently, cheerfully he does the extra work,  
His part in the ultimate victory.

Isn't it about time  
Someone expressed  
Appreciation for the Janitor?





## They look to you . . .

**BOYS** and girls look to you for help and guidance in their school work . . . for encouragement of latent talents . . . for escape from routine into new and interesting fields of study.

Westinghouse School Service and Educational Departments have much to offer that will help you fire their imagination and inspire them to greater accomplishment:

**To arouse the curiosity** of younger students, there are Westinghouse "Historical Charts" that depict the evolution of ships, airplanes, tanks, and submarines, etc.

**To unfold the wonderland of science**, there are Westinghouse "Little Science Series" booklets—that make these subjects fascinating to high school students.

**To keep up the interest in science**, there are Westinghouse sound-movies especially prepared for

students on electricity, electronics, and radio broadcasting.

**To pave the way** for students to go on to college, there are Westinghouse Scholarships . . . including, among others, the George Westinghouse Scholarships and those awarded in the nation-wide Science Talent Search.

. . . . .

This material and help are at your disposal—ready to assist you in your inspiring work of preparing young Americans for the responsibilities which lie ahead of them.

If you would like to see samples of this *free material* . . . if you would like to know more about Westinghouse Scholarships . . . please write to us. School Service, (ST-124) Westinghouse Electric & Manufacturing Company, Box 1017, Pittsburgh 30, Pa.

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## CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association for 1945

### Southern Section

Imperial County: Calexico union high and elementary, Calipatria union high.

Imperial County: Bishop union high.

Los Angeles County: Covina, — Lark Ellen; Duarte, Glendora, Keppel Union, Lakewood junior high, Lowell Joint, Palmdale, Potrero Heights, Rivera; South Pasadena, — San Marino junior high; West Covina.

Orange County: Diamond, Garden Grove union high, Katella, Loara, Orange Intermediate, San Juan, West Orange, Orange County Superintendent's Office.

Riverside County: Banning union high, Beaumont, — Wellwood; Cabazon, Coachella union high, Glen Avon, Midland.

San Bernardino County: Colton, — Garfield, Lincoln and Wilson; Cram, Cucamonga, Upland.

San Diego County: Bonsall, Chula Vista union high, Fallbrook union high, Lilac, Santee, San Ysidro.

Santa Barbara County: Carpinteria union elementary, Lompoc union high.

Ventura County: Moorpark, Mound.

\* \* \*

### Northern Section

Butte County — Durham high.

Siskiyou County — Harlong elementary.

Shasta County — City of Redding: Cypress elementary, Magnolia elementary, Pine

elementary, Little Pine elementary. Anderson high school.

Shasta County Elementary Schools — Lucy Hunt, County Superintendent of Schools, announces the following schools in addition to the list published in our November issue: French Gulch, Grant, Millville, Project City, Smithson, Whiskeytown.

\* \* \*

Napa Secondary Schools, H. M. McPherson, district superintendent, comprises evening junior college, senior high-junior college, and junior high school. Mr. McPherson reports that the elementary and high school governing boards took special action to give the teachers an additional increment of \$72 this year, solely on evidence presented in the CTA cost-of-living study conducted by Dr. Almack.

\* \* \*

## United Nations Kit

**I**N the belief that Education must play an increasing role in forging world understanding, U. S. Office of Education has cooperated with United Nations Information Office in the preparation of a United Nations Education Kit.

Teaching materials and visual aids in the kit may be used with high school or college classes as the basis for a unit of study on the United Nations. The kit may also be effectively used with adult clubs and discussion groups.

The Kit may be purchased for \$3.50 from United Nations Information Office, 610 Fifth Avenue, New York City 20. It is estimated that a sufficient number of copies of the pamphlets are included in each kit to make use of the kit practicable for groups of approximately 30 students. Additional copies of the materials may be purchased for use with larger classes.

\* \* \*

## NEA Honor Roll

**C**ALIFORNIA schools and school systems enrolled 100% in National Education Association for the school year 1944-45, as reported by T. D. Martin, NEA Director of Membership, include: Piedmont City, 100% continuously since 1920; Centerville Elementary School (Alameda County); Fortuna Union High School (Humboldt County) continuously since 1929.

## Pi Lambda Theta

Northern California Alumnae Chapter

Mrs. Elizabeth W. Kelley, Journal Correspondent, Hayward Union High School

Northern California Alumnae Chapter of Pi Lambda Theta, with headquarters in San Francisco, is having an active year under the presidency of Miss Mabel Claire Stark.

Opening meeting of the fall season was a delightful tea and musicale, September 23, at the home of the chairman of the hospitality committee, Julia C. Coffey, in San Francisco.

First regional meeting of the year, October 14, was a well-attended luncheon program at Hotel Claremont, Berkeley. On November 18 Alumnae Chapter presented one of its own members, Dr. Phyllis Haley, as speaker on the luncheon program, at Downtown Cafe, San Francisco.

On December 16 occurs the annual Christmas recital, at the Alexander Hamilton Hotel, San Francisco. The general theme for the year is Keeping Abreast of the Times. Special fields of interest to be considered are:

What is New in Education?  
What is new in Good Reading?  
Major Health Problems in War-Time.  
Juvenile Delinquency and its Prevention.  
Intercultural Relations with Central and South America.  
Post War Reconstruction, Human and Economic.  
Geo-politics in the Post-War World.

\* \* \*

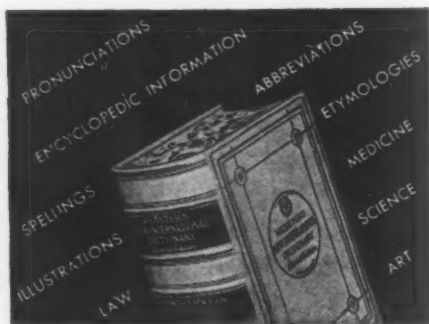
## Heath and Disney

**P**UBLISHED by D. C. Heath and Company, 285 Columbus Avenue, Boston 16, the series of Walt Disney Story Books has captivated the children of the nation. Every child knows Mickey Mouse and Donald Duck.

The series comprises 11 titles, listed with the easier ones first:

Here They Are (Wavle).....	68c
Donald Duck and His Nephews (Brumbaugh) .....	68
Water Babies' Circus and Other Stories (Browne) .....	68
Walt Disney's Pinocchio (Baruch).....	68
Donald Duck and His Friends (Ayer).....	68
Little Pig's Picnic and Other Stories (Brown) .....	68
Mickey Never Fails (R. Palmer).....	68
School Days in Disneyville (Emerson).....	68
Walt Disney's Bambi (Purnell).....	88
Mickey Sees the U.S.A. (Emerson).....	88
Donald Duck Sees South America (H. M. Palmer).....	88

There are many illustrations in full color drawn especially for each book by Walt Disney Studio. Mail your order to the nearest Heath office which in California is 182 Second Street, San Francisco 5.



## THE NEW MERRIAM-WEBSTER

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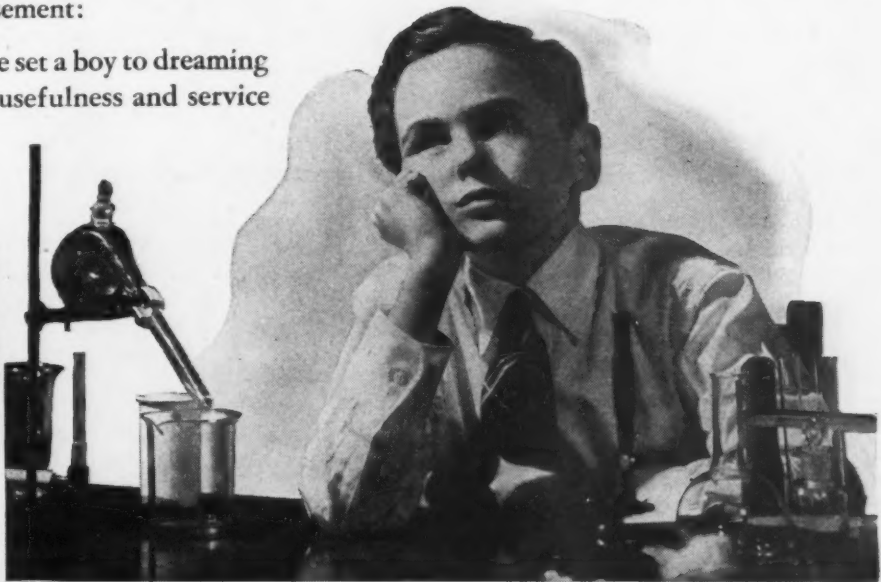
# The boy we set to dreaming

This is the way he looked half-a-dozen years ago when we said, in a widely read advertisement:

"We hope that somewhere we have set a boy to dreaming — and started him on a road of usefulness and service to himself, his country and his fellow men."



*And it seems that we have done just that—for thousands. Many of these thousands, in fact, have taken advantage of the modern equipment and expert instruction that the General Motors Institute makes available to GM employees.*



*General Motors Institute began pioneering in the field of industrial education 25 years ago, when evening classes were started for employees in this unused factory building. Every year the General Motors Institute grew in scope and in size. It was a success from the start.*



*Came the war, and General Motors Institute was converted like other GM facilities. Courses were altered to give special training in war products.*



*Both Army and Navy took advantage of Institute equipment and instruction for technical training. Thousands of men attended these classes.*



*Young women, as well as young men, trained here and took important posts in war-busy factories. Institute-trained instructors went to Army and Navy service depots to keep war machines running.*



*In peacetime, students will again return to learn how to supply a war-worn world with the things it needs. This student, working from a blueprint, is a symbol of better things and greater days ahead.*

## GENERAL MOTORS

"VICTORY IS OUR BUSINESS"

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FRIGIDAIRE • GMC TRUCK AND COACH

Every Sunday Afternoon—GENERAL MOTORS SYMPHONY OF THE AIR—NBC Network

NOTE TO TEACHERS: This advertisement appears in the current issues of Young America, Scholastic Magazines, American Girl, Boy's Life and Open Road for Boys. Reprints may be obtained free by writing General Motors Corporation, Department of Public Relations, Detroit 2, Michigan.

And the proud thing to us is that the General Motors Institute has not only contributed to the production of more and better "things" in wartime.

It has also produced more and better opportunities — opened up bright and promising careers — prepared American boys for useful, constructive lives. And the world will have great need for these trained, eager young men when the final peace is signed.

**KEEP AMERICA STRONG  
BUY MORE WAR BONDS**



## Schools and Safety

**F**ORREST E. LONG, Director, School and College Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, announces a revised program of school memberships.

California school-people are invited to write to him for the illustrated booklet describing the several types of membership. Many California schools already are affiliated with this great unified campaign against accidents, a national council established in 1913.

Many schools finance their memberships through distribution of the new miniature safety posters. There are special memberships for the superintendent or administrative office and for the school library. With each type of membership goes a special selection of materials and services.

Managing Director, San Francisco Chapter, National Safety Council, is Elmer G. Johnson, 58 Sutter Street, San Francisco 4

\* \* \*

## Living Wilderness

**L**IVING Wilderness, published by the Wilderness Society, is now in its 9th volume; editor is Robert Sterling Yard; headquarters of the Society are 1840 Mintwood Place, N.W., Washington 9, D. C.

Among the objects of the Society are to promote nation-wide cooperation in resisting the invasion of such wilderness by the sights, sounds, and other influences of civilization, including (a) routes which can be used for mechanized transportation, (b) all commercial developments, and (c) those non-commercial improvements and influences which clash seriously with the primeval environment.

The current issue of the magazine features world famous Mt. Katahdin, now a gift to the state of Maine for preservation forever.

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Vernette Trosper, teacher in Bell Gardens junior high school, Los Angeles County; chairman of the 1944 carnival there; and author of the account of the school carnival published on page 21 of our November 1944 issue, has requested us to state that Hettie McCaul, former vice-principal there, now on military leave-of-absence, was responsible for originating and fostering the carnivals at that school.

\* \* \*

## Vocational Guidance

**V**OCATIONAL Guidance Committee of the Fresno Kiwanis Club has issued A Message To High School Graduates, entitled What's Ahead of the Class of '44. Rulon C. Van Wagenen is editor and George Engstrom is executive editor of this mimeographed, 42-page bulletin (vol. 1, no. 1), published in the interests of vocational guidance. The committee has worked in cooperation with the Fresno city schools, United States Office of Employment, and other interested agencies.

The committee includes a Judge of the Superior Court, managing editor of a newspaper, manager of a chain-store, a mortician, the owners of a tire establishment and a furniture store, a dentist, and the director of the city schools.

The material presented is of such a nature that it should be of great value to the pupils who wish to know something about what lies ahead of them.

\* \* \*

## Conservation Material

*Teachers throughout California schools who desire material for planning the observance of California's 11th Annual Conservation Week, March 7-14, 1945, should address Pearl Chase, 209 East Canon Perdidio, Santa Barbara.*

## Acquiring Spanish

A textbook for beginners, *Acquiring Spanish*, by Campa, Maxwell, Hagood, and Cebollero, is a very fine modern guide on the college level, published by Macmillan, 430 pages, many illustrations, price \$2.

The vocabulary is taken from the first 2000 words of Kenniston's standard list of Spanish words and idioms (1941 revision). Local-color words and cognates form the rest of the vocabulary.

Spanish is taught through conversation—an approach characterized by simplicity, interest, and thoroughness, leading to rapid mastery of structure and vocabulary enabling the student both to read correctly and to converse fluently in Spanish.

## Adventures in Business

**A**T Knott's Berry Place, Buena Park, Orange County, internationally-famous resort, is published weekly *Adventures In Business*, edited by Nichols Field Wilson.

Recently he issued a bound volume of the first 52 issues, combined with the 1944 edition of *California Business—Roll of Honor*. The latter contains a list of more than 800 firms that have served the public for 50 years or more. Last year his book, the first such list ever compiled, contained 711 names and 96 stories written by the founder, son, grandson, or an executive.

In describing this remarkable volume of tributes to personal achievement, Mr. Wilson says, "The more successful businesses I investigated the more sure I am that the old traditions of integrity, courage, thrift, faith and hard work are the true reasons for success. One outstanding fact is that in practically every instance lasting success came to the man who founded a business with little or no capital. Most of these large concerns grew from inside—out of earnings."

\* \* \*

Alameda County Teachers Association has issued Volume 1, Number 1 of *ACTA News*, an excellent publication covering matters of interest to all Alameda County teachers. Jack Rees, director of research in the County Superintendent's Office, is president of the County Association; Gay Knoles, teacher in Washington Union High School, Centerville, is editor of the new paper.

\* \* \*

*Building Sex Into Your Life*, by Paul Popenoe, director, American Institute of Family Relations, 607 South Hill Street, Los Angeles 14, an important and carefully-written 23-page bulletin published by the Institute, price 25c, is sound and wholesome guidance for young people and their teachers.

\* \* \*

*Postwar Counseling on the College Campus*, a valuable 20-page bulletin published by Western Personnel Service, 30 North Raymond Avenue, Pasadena 1, reports in full the institute held last summer at University of California, Los Angeles. Helen G. Fisk, associate director of WPS, states that the report is the result of the exceptional interest shown in the conference and the many requests for an account of it.

California teachers who contributed articles to a recent issue of *The Instructor*, an elementary teachers magazine of national circulation, were, — Marguerite Atherton, San Francisco; Mrs. Winifred Barbour, Oxnard; Mrs. Cora Bucklin, Vista; Henrietta Holland, San Bernardino; Lula Walker, Santa Ana.

\* \* \*

### Then — Now

W. J. Sanders, Los Angeles

**E**DUCATION I once thought  
Was one to teach, one to be taught.  
The teacher then assumed the role  
Of setting up the teaching goal.  
But modern trends have slipped away  
From practice of an earlier day.  
The pupil sets the standards now,  
Deciding largely what and how.

It may be that the present hour  
May fortify the teacher's power  
And dignify the teaching art,  
And make it worthy of its part  
In guiding youth the proper way  
His role of citizen to play.  
Unless that comes, who can be sure  
Democracy will long endure.

### International Survey

**A** SURVEY of international understanding and intercultural appreciation in the schools of California is being conducted by a special education committee of International Center of Carnegie Endowment for International Peace.

Chairman of International Center is Dr. Monroe E. Deutsch, vice-president of University of California; and chairman of the education committee is Dr. Frank Freeman, dean of the education department, University of California. Director of the survey is Dr. W. Henry Cooke of Claremont Colleges.

The survey committee is composed of members of the California State Department of Education, city and county school superintendents, representatives of State colleges and other educational institutions. Purpose of the survey is to learn the extent of teaching in California schools in this field, and to make recommendations based on the survey regarding additional emphasis

and more intensive methods of teaching in this field, at various grade levels.

A questionnaire is being sent to school superintendents, supervisors and principals, by the State Department of Education as an important part of this survey. Dr. Cooke will make intensive studies in specific communities, and hold conferences with teachers and school administrators. The survey is made possible by a special grant of funds for this purpose by Rosenberg Foundation of San Francisco. Cooperation of all teachers and school administrators is desired.

\* \* \*

Appointment of Dr. William H. Cowley, president of Hamilton College at Clinton, N. Y., as professor of education at Stanford University is announced by President Donald B. Tresidder. Dr. Cowley will assume his duties at Stanford at the beginning of the spring quarter in April.

At Stanford he will have charge of the courses formerly offered by Dr. Alvin C. Eurich, who became academic vice-president of Stanford last spring. Dr. Cowley is at present preparing a book on liberal education on behalf of Carnegie Corporation and is author of a long list of articles on guidance and other aspects of education.

## Books and Tests for Today's Curriculum

### FIRST-YEAR ALGEBRA

By Schorling-Clark-  
Smith

Notable for its treatment of algebra as an extension of arithmetic which removes much of the abstractness from it. Emphasis is upon thorough comprehension of meanings developed through a skillful inductive treatment. An analysis of students' difficulties formed the basis for special teaching of those processes which are ordinarily hard to master.

### INSTRUCTIONAL TESTS IN AERONAUTICS

By Rosenberg-Otis Thirty unit tests in the fundamentals of aeronautics which provide an efficient basis for continuous remedial instruction. The topics of the CAA examinations are fully covered.

### MODERN SCHOOL GEOMETRY

*Revised and with Aeronautics Supplement*

By Schorling-Clark-Smith Among the features of the new edition of this widely used textbook is the supplementary chapter on geometry in aeronautics including problems on *Establishing a Fix, Interception, Wind Drift, and Radius of Action*.

### LEARNING TO COMPUTE: BOOK 2

*For the high school arithmetic refresher course*

By Schorling-Clark-Potter-Deady Offers individualized diagnosis and remedial practice. Includes survey tests, inventory tests, remedial practice material, record forms, and goals. Provides a thorough review in the fundamentals, including fractions, decimals, and per cents.

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## CAVE VERBUM

B. N. Fryer, Santa Barbara

**I**N a recent London Spectator, C. S. Lewis takes a light pass at the British John Doe for misusing words of the King's English.

His brief text was taken from an article by a Miss Macaulay, in which the lady remarked on dictionary practice of running in the phrase, in regard to occasional words, "now used in a derogatory sense," "bad sense,"

or like addition, and rarely mentioning "used in a good sense." Of the first-named class he presents "gentleman" and "Christian."

No longer does "gentleman" signify a person of heraldic rank and high, gentle character. Because of its common use by "officious admirers of gentility" one nowadays has to smile when applying it.

Likewise with "Christian," which no longer means, unless special inflection is used with specific indication, one of certain creedal upbringing. To make use of a long-degraded word, it has been "vulgarized" to mean any morality or any people civilized in our own way.

Except in the mouths of educated persons careful of speech, "dishonest" and "unreliable" are words already superlatives when uttered.

"Cruel," Mr. Lewis says, is another of these words—superseded by "sadism"—dissociated from its original derivation. "Sadism" is actually a word used in better sense than its derivation. But, should it be used? It is a word of educated classes so far, "vulgarized" but not yet vulgar.

To tell a person he is talking in the "abstract" is a term of reproach, while to say he is giving "concrete" examples is to indicate he is practically minded; both careless applications. "Dog" and "swine" have degenerated until the last has to be termed "pig" or "hog" when the animal is spoken of.

"Theory" is another degraded word attention might be drawn to with profit, being employed frequently to designate fallacy. "Female" is being put on the descent to Avernus by journalistic use of "feminine" when "female" is intended, an example of W. H. Fowler's "Genteelisms" in his "Modern English Usage," worth study by self-educating teachers. The solecism is to be found in athenaeum journalistic territory.

"Psychology," without the psyche, as a writer in another connection puts it, seems to have taken the place of "Mesopotamia" of Victorian days. Without the psyche it at once steps down, and it is made to mean anything not readily explainable without thinking.

On the other hand, and from the same reason, people brightly dub others "adolescent," irrespective of age and regardless

of circumstance, with all the certainty of irresponsible adolescence. While the term has its place when used objectively, it is loaded with self-revelation when used subjectively. Too often it savors of the black magic and bone-pointing of tribal medicine-men. This goes for much popular use of other terms in psychology; we perceive most quickly in others what is active in ourselves.

"Oh that mine enemy would write a book" might well be paraphrased to "Oh that mine enemy would talk psychology." (Perhaps, after all, they amount to the same thing!)

\* \* \*

### USAFI

**U**SAFI means United States Armed Forces Institute, which is the Army-Navy School with the world campus. Its 100-page catalog of courses in many fields (many self-teaching courses) now appears in its second edition, prepared by the Morale Services Division, Army Service Forces, War Department and the Educational Services Section, Bureau of Naval Personnel, Navy Department.

Additional copies of this useful catalog may be obtained from any librarian or chaplain, from special service, education, and orientation officers of the Army, from educational services officers and education officers of the Navy, or by writing to the Commandant, United States Armed Forces Institute, Madison 3, Wisconsin, or to any of the branches of the Institute.

National Opinion Research Center, University of Denver, has published its report 21, entitled The Public Looks at Education.

In this book are articles on school finance, what is most important in education, and what should be changed in education. The information and graphs are of great value to those interested in public schools.

For a copy of this report send 25c to Mrs. Louise M. Van Patten, editor of publications, National Opinion Research Center, University of Denver.

\* \* \*

### Longmans, Green Book

**W**E of Frabo Stand, by Loring MacKaye, a beautifully printed and illustrated story book, issued by Longmans, Green and Co., 55 Fifth Avenue, New York City 3, a stirring tale which reveals the sterling qualities of a brave people, is an invasion story startling in its timeliness. For all children's libraries; price \$2.25. Longmans, Green have issued a complete new junior catalog.

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\* \* \*

### Sally Carrighar

**O**NE Day on Beetle Rock, 10 stories of life in an animal community in the High Sierras, is a truly fine and beautiful book by Sally Carrighar of San Francisco. With it she steps into the foremost rank of American nature writers.

Born in Ohio, she went to Wellesley, became interested in writing and in outdoor life and spent much time in biology libraries and in California's Sierra Nevada Mountains. At Beetle Rock in Sequoia National Park she did nothing for many months but watch: "learning every bush and tree, most burrows, dens, and nests, and . . . more important . . . the animals."

Every year she spends a longer time in the wilderness. We are proud of her and hope that she may write many more books on and in California's incomparable High Sierra. Price, \$2.75.

\* \* \*

### Fun Learning Spanish

**J**ULIE NAUD CO., 121 West 88th Street, New York City, has issued an important elementary text workbook, *Fun Learning Spanish*, by Julie E. Weyse, author of the *Fun Learning French Series*, and Henriette M. Babin, M.A., author of *French and Spanish plays*, head of department of modern languages, Ursuline Academy, San Antonio, Texas.

This attractive paper-bound, illustrated book of 80 pages, is designed to excite interest and eagerness to learn Spanish from the first contact with the language. With this aim in view the authors have not covered too much ground and have used every means to simplify the presentation of Spanish and to adapt it to the age-level and general outlook of the beginner. Price \$1.

## WHAT I OVERHEARD

*Mrs. Gena Gasponi Wedge, Former Teacher, San Diego City Schools*

**U**SUALLY the first PTA meeting of a school year is a reception for the teachers to introduce them to the parents of the children who will be under their care for the year. For 7 years I, too, received a corsage, or poured tea, or "sat up front" because I was a teacher being introduced at a PTA meeting.

This year I attended the first PTA meeting at a city school nearby my home, but I didn't receive a corsage nor pour tea, because I'm not teaching this year. I'm planning for motherhood and though I'm happy and busy and excited I confess that I miss the teaching ranks.

As each teacher at this meeting was introduced, I couldn't help overhear the comments being made around me. Parents are interested in their child's teacher and if parents are critical it is because they want the best for their children.

Perhaps from the remarks I overheard, you Dear Teacher, may find some good points by which to check yourself.

When Mrs. A. was introduced I heard "Doesn't she look nice! She

always dresses very tailored and neat. Tommy will come home and say, 'Mrs. A. "sure" looked snappy today.' "

Mrs. B. was described as nice "because she is always so calm."

Miss C. brought forth, "She is the sweetest person, so sincere in everything she says or does."

Mrs. D. was thought nice "because she always has a smile."

Apparently Mrs. E. was new but she had already shown a good point making her a "nice teacher," too. This is what I heard: "She is new, but I think she will be nice because the very first week of school she phoned me to ask something about my boy."

Neat appearance, calmness, sincerity, a pleasant disposition, and awareness of and interest in individuals' problems summed up to this conclusion: "I think all of the teachers in this school are very nice," voiced by more than one parent about me.

I was pleased to hear all of the above remarks and I know that you teachers will be glad to read them, too.

## With Eyes of Wonder . . .

The child looks at the world with eyes of wonder, and so does Dr. Irma E. Webber, distinguished California botanist. Her books about plants speak to children in a language they understand.

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## COMING

**December 1** — San Benito County teachers institute. Hollister. Also February 5, 1945 and April 16 or 20.

**December 2** — Christmas Luncheon; Association for Childhood Education, Southern Section. Los Angeles Athletic Club.

**December 8, 9** — CTA State Council of Education, State Committee Meetings and Board of Directors Meetings. Biltmore Hotel, Los Angeles.

**December 15** — Bill of Rights Day; national observance.

**December 16** — CTA Bay Section; regular Council meeting. High School of Commerce, San Francisco.

**December 25** — Christmas Day.

**December 27-29** — National Business Teachers Association; 48th annual convention. Hotel Sherman, Chicago.

**January 13** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**February 12** — Abraham Lincoln's Birthday.

**February 22** — George Washington's Birthday.

**March 7-14** — California Conservation Week; 11th annual observance by all California schools and communities.

**March 10** — CTA Southern Section Council regular meeting. Biltmore Hotel, Los Angeles.

**March 20** — Los Angeles County School Trustees Association; regular meeting. Rosslyn Hotel, Los Angeles.

**March 26-28** — San Francisco teachers institute; elementary, junior and senior high schools. High School of Commerce.

**April 17-21** — American Association for Health, Physical Education and Recreation; annual meeting. Hotel Jefferson, St. Louis.

**May 5** — Los Angeles County School Trustees Association; annual meeting. Rosslyn Hotel, Los Angeles.

**May 12** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**May 24, 25** — California Congress of Parents and Teachers; annual convention of the First District. Los Angeles.

**May 30** — Memorial Day.

**July 2-7** — National Educational Association; annual meeting of Representative Assembly 4, 5, 6; conference of presidents of affiliated local associations, 2; NEA departments and directors, 3; postconvention conference, 7; new board of directors, 7.

\* \* \*

An Historical Opera Tea was recently held at Fairmont Hotel, San Francisco, in honor of Gaetano Merola, general director of San Francisco Opera Association, and others, by Estelle Carpenter, chairman of the Civic Music Committee, California Federation of Music Clubs. Some 400 members of various civic, State and musical organizations attended this brilliant affair in honor of a distinguished Californian.

## Bill of Rights Day

*Materials Available For California Teachers*

**L**OS ANGELES County Superintendent of Schools, Dr. C. C. Trillingham, and his staff, have prepared excellent and useful mimeographed materials for teachers and schools in connection with the celebration of Bill of Rights Day, December 15, 1944.

These aids include: 1. A bulletin, dated November 26, 1943, entitled Bill of Rights Day; 2. Suggestions for Developing Understanding and Appreciation for the Bill of Rights in Public Schools; 3. A dramatic presentation, What We Are Fighting For.

Dr. Trillingham announces that a few copies of the above materials are available for general distribution; address him at 808 North Spring Street, Los Angeles 12.

\* \* \*

The annual Christmas Luncheon of the Association for Childhood Education, Southern Section, this year is held December 2 at Los Angeles Athletic Club, with Dr. C. C. Trillingham, Los Angeles County superintendent of schools, as the speaker. Mrs. Evelyn Lord Abbey of Beverly Hills is the program chairman.

\* \* \*

## Narcotics Education

*Estelle Bozeman, Director, National WCTU*

**O**NE of the aims of this department is to help promote better instruction in "what narcotics are" and "what narcotics do," in the public and private schools of the nation. There are three narcotics—alcohol, nicotine, and marihuana—that need special emphasis in the classroom.

The regular classroom teacher is the logical one to do the instructing. It is therefore our purpose to help the teachers with materials and methods, in order that a correlation may be made with each subject as opportunity presents itself, rather than a separate unit or extra curricula. Every subject offers opportunities for correlation.

Credit courses throughout the nation are being held in college and university summer schools. A long winter seminar (January to March) is conducted each year at our national headquarters.

Information regarding the courses or materials for instruction may be obtained by writing directly to Miss Bozeman, 1730 Chicago Ave., Evanston, Illinois.

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